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ABSTRACT

The purpose of this manual is to explain some of the basics of cataloging and classification for many types of library materials in small libraries. The ideas presented were gathered from practical applications in small libraries and from examples in standard cataloging and classification tools. The manual is designed for self instruction. There are five parts sequenced to guide the user through the cataloging process: (1) "The Cataloging Process" covers bibliographic control and the bibliographic record; (2) "Technical Services Procedures" examines automation and cataloging, filing, children's materials, and technical procedures; (3) "Descriptions" examines areas, levels, and rules of description; (4) "Access Points" covers main and added entries, headings, uniform titles, and authority control; and (5) "Subject Analysis" addresses the use of existing catalog copy, verifying headings, assigning subject headings, the structure of "Sears List of Subject Headings," materials needing special treatment, and classification. Each chapter contains exercises to complete and examples to help illustrate points. The answers are found in the appendices along with a glossary of terms, a list of vendors, and a bibliography. (Contains 25 references.) (JLB)

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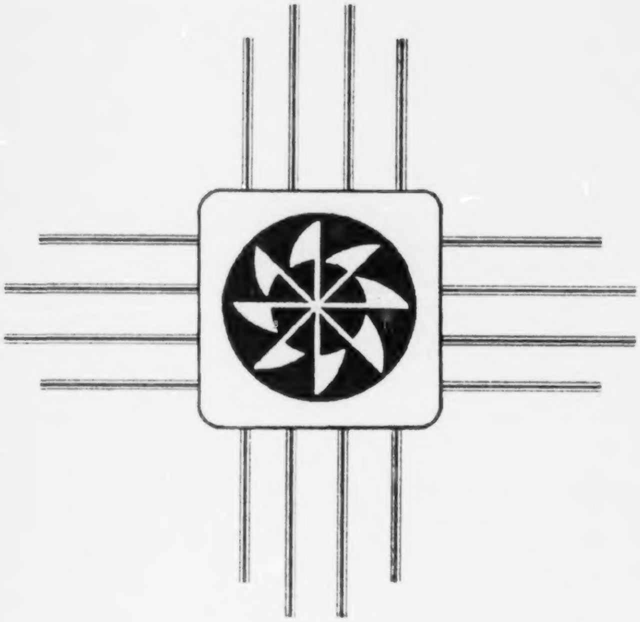

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Verso of title page: **Helmuth** Naumer, Officer of Cultural Affairs

p.i: Paragraph 1, line 7: Appendix **D**: Selected Bibliography

p.1.6: SHELFLIST CARD: c.1 -19.50-B&T-4/15/81- **Withdrawn, 6/5/90**

p.2.19: line 4: "Dewey classification number **if** included..."

p.4.18: Under "Additions": John Smith, **1896-1937** [both dates known]

p.5.39: Top line, second sentence: "The **third** digit in each..."

p. 16: Area 4: Publisher... ...**Enslow Publishers,**

Cataloging and Classification for the Small Library

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the American Library Association, publishers of *ALA Filing Rules* and *The Concise AACR2*, 1988 revision, by Michael Gorman, and

OCLC/Forest Press, publishers of the *Abridged Dewey Decimal Classification and Relative Index*, 12th ed.

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CATALOGING AND CLASSIFICATION FOR THE SMALL LIBRARY

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CATALOGING AND CLASSIFICATION FOR THE SMALL LIBRARY

INTRODUCTION: PURPOSE OF THE MANUAL

The purpose of this manual is to explain some of the basics of cataloging and classification for many types of library materials. The ideas presented in this manual were gathered from practical applications in small libraries and from examples in standard cataloging and classification tools. It is not a substitute for these tools, and you are expected to have access to the standard tools listed at the end of this Introduction section. These tools are available on loan from the New Mexico State Library or your local library. You will find other useful materials listed in Appendix E: Selected Bibliography. It is also suggested that you visit with librarians who are experienced in the cataloging and classification of materials for small public libraries.

This is a self-instruction manual; you will work independently at your own pace. It is divided into five parts which are sequenced to guide you through the whole cataloging process. At the beginning of each unit we state the objectives for that part of the process. We have highlighted technical terms that are defined in Appendix A: Glossary. There are examples throughout the manual to help illustrate certain points and exercises to work. You should do the exercises as you come to them to reinforce your understanding of the information just covered. Keep all of your exercises so you can review them as needed. The answer keys are given in Appendix B: Workform/Answer Keys.

Practice is essential, but please do not write in the manual. There is a sample workform provided in Appendix B: Workform/Answer Keys. You may photocopy as many of these as you need. You will need three copies. For some exercises you can use standard notebook paper. You may photocopy pages from the manual for the purpose of learning the material.

CATALOGING TOOLS

Every library should buy the working tools it needs just as other municipal departments do. The major tools needed by the cataloger are the latest edition of the titles listed below.

For descriptive cataloging you will need the full edition of *Anglo-American Cataloguing Rules, 2d. ed.,* 1988 Revision (AACR2R) and the *Concise AACR2.* For subject cataloging you need the latest edition of the Abridged Dewey Decimal Classification schedules and a copy of the latest edition of Sears or the Library of Congress Subject Headings. Sears has traditionally been suggested for the small library and it is less expensive to buy. However, one should consider what larger libraries in the same geographic area are using. As cooperation among all types of libraries inceases, small libraries may wish to teach their users to use the same subject heading list used at the larger institutions. Another useful subject heading list for those libraries with a substantial Spanish language collection and/or a large population of readers of Spanish is *Sears: Lista de Encabezamientos de Materia.*

Each library with a card catalog should also have the most current issue of *ALA Filing Rules.*

Use the tools. Especially note the preliminary material in Dewey and Sears. Study them often, write in your copies of them, develop a close relationship to them, and the mystery and fear of cataloging and classification will be replaced by confidence, proficiency, and a sense of accomplishment.

The following working tools may be borrowed through Interlibrary Loan from the State Library for the purposes of studying this manual.

Abridged Dewey Decimal Classification and Relative Index. 12th ed., Albany, N.Y.: Forest Press, 1990.

ALA Filing Rules. Chicago: American Library Association, 1980.

Anglo-American Cataloguing Rules, 2d ed., 1988 Revision. Prepared by the Joint Steering Committee for Revision of AACR; ed. by Michael Gorman and Paul W. Winkler. Chicago: American Library Association, 1988.

Carothers, Diane. *Self-instruction Manual for Filing Catalog Cards.* Chicago: American Library Association, 1981.

Dewey: Making it Work for You. Abridged 12: Exercises and Problems. Teaching Kit 3a, OCLC/Forest Press, 1992.

Dewey: Making it Work for You. DDC 20: Exercises and Problems. Teaching Kit 1a, OCLC/ Forest Press, 1992.

Dewey Decimal Classification and Relative Index. 20th ed. Edited by John P. Comaromi et al. Albany, N.Y.: Forest Press, 1989.

Gorman, Michael. The Concise AACR2, 1988 revision. Chicago: American Library Association, 1989.

Sears List of Subject Headings. 14th ed., edited by Martha T. Mooney, New York, H.W. Wilson, 1991.

Sears: Lista de Encabezamientos de Materia, por Carmen Rovira. New York: H.W. Wilson, 1984.

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PART 1: THE CATALOGING PROCESS

Objectives

After completing this part you will be able to:

1. State the purpose of the catalog
2. Describe the functions of the catalog
3. Create card sets using existing copy

A. Bibliographic Control

In a small public library, one person is often responsible for both public and technical services. Cataloging and classifying materials for ease of location or retrieval is part of a larger process called bibliographic control. It is a goal of the library community, and others working in closely related fields, to use standardized approaches to creating bibliographic records for the items collected in all types of libraries and information centers. In the last thirty years, there has been an increase in the use of computer technology to help us reach this goal. At first, the standards for describing materials were applied only to books and other printed materials. The trend for public and school libraries has been to include in the catalog all materials regardless of format.

Bibliographic control is achieved by creating a record with a set of access points that gives the user a way of finding an item by author, title, or subject. Because we include nonbook materials in the catalog, the author access point means any person or corporate body responsible for the item. Other examples of author access points are illustrators, joint authors, artists, or composers.

You will be learning basic procedures to create an integrated library catalog, whether card-based or automated. In an integrated catalog, users are provided access to all types of materials. The shelves generally are not integrated. That is, not all materials are assigned a classification number. Most libraries find it difficult to arrange the shelves in order to integrate video recordings, computer programs, kits, and posters with book materials. But the catalog can show this integration even when the materials are shelved in separate locations. The creation of appropriate location symbols and other devices helps the user find the materials of choice. The bibliographic records in a particular catalog are detailed enough to prevent items from being confused. Through your description of each item, you indicate the specific format, the equipment needed to use it, and other details. *Anglo- American Cataloguing Rules* (AACR2R) is the standard tool to use for describing all types of materials. *The Concise AACR2*, a shorter version of the basic rules, is a major tool used in this manual.

There will be local policy to make about cataloging, and this manual will guide you in making the appropriate choices. For example, because of the high cost of the cataloging process and their relative shortness of shelf-life, some libraries circulate mass market paperbacks without entering them in the catalog. Furthermore, most fiction is not given a classification number from the Dewey Decimal system but is arranged in a separate section simply labeled FIC. Sometimes this section is further divided for users into subsections by type of fiction. For example, all westerns are in one section, and all mysteries are in another section.

B. Purpose and Arrangement of the Catalog

Library catalogs have changed from the book catalogs of Colonial America to hand-written and typed cards to the use of computer software programs that assist in the production of cards. In the last decade, because of the availability and decreasing cost of technology, card catalogs have been replaced in many libraries by Online Public Access Catalogs (OPAC).

The most common physical forms of the catalog are card, printed book, microform, and online. Printed book catalogs are now created from computer records. This new printed catalog is useful for sharing all or part of a library's cataloging information with other sites. Some libraries have filmed their catalogs in order to distribute a microfiche copy of the records to others. The usual way to produce a microfiche catalog is by computer from MARC records, but the OPAC is becoming very popular.

Regardless of its form, the modern catalog needs to be understood by all who work in libraries. Library catalogs are different from other library tools such as bibliographies and indexes. The primary purpose of the catalog is to record, describe, and index the holdings of a specific library collection. The library catalog should always be a dynamic tool. Because it is the user's first reference source, it needs to represent accurately the library's holdings.

The catalog has several functions: 1) it is a finding list, 2) it is a gathering device, 3) it allows the user to select an item, and 4) it provides access to materials on order or in other files in the library. Each of these functions is discussed as follows.

As a finding list, the catalog provides the user access to an individual item by author or title. The catalog can tell the user whether or not a particular work by a certain author is in the collection.

The catalog as a gathering device brings all entries for related items together - all editions, other versions or adaptations, and all other works by the same author. To achieve this gathering function, the heading for a name must be in only one form. If an author is known by several different forms of his/her name, one must be chosen so all the works of the author will be gathered together for the user. References are needed that provide access from the form of the name not used in the catalog to those that are in the catalog. The gathering function of the catalog also brings all items on the same or related subjects together. To accomplish this, the subject headings must come from a standard list of terms. Again, references are needed that provide access from the form of subject headings not used to those that are in the catalog.

The catalog has a selection function. Users can select from the available items a particular edition of a book or a particular format of a work, such as a video recording. The catalog also gives information about the location of the item in the library by or through the use of call numbers.

Some libraries provide additional information through the catalog. They may provide access to materials on order by filing one of the copies of a multi-part order form in the catalog. If the library subscribes to a book-leasing plan, a brief title card may be filed for these leased materials. The subjects of supplementary materials in the vertical file may be indicated on a reference card.

Libraries are filled with interesting and valuable information that users never find because there is inadequate access through the catalog. For example, if a user is writing a paper on television comedy, he or she might need books, articles in theater magazines, scripts in the vertical file, audio and video recordings of comedy routines, and a film. When all these are included in the catalog, it is referred to as an integrated catalog.

The catalog is created from individual bibliographic records. The purpose of the record is 1) to provide all the information needed to accurately describe the item physically and intellectually in order to distinguish it from every other item and 2) to provide the location of the item in the collection. These records, or entries, are alphabetically arranged in a catalog. The dictionary arrangement has main, added, and subject entries that are combined into one alphabetical file. The divided arrangement is usually two catalogs: one for main and added entries and the other for subject entries. These arrangements require **see** and **see also** references in all parts of the file.

C. The Bibliographic Record

The whole process of cataloging includes 1) descriptive cataloging of book and nonbook materials, 2) the choice and form of name headings, 3) the creation or assignment of subject headings, and 4) the creation or assignment of classification numbers. The library must purchase or create a record of each item it wants represented in the catalog for local use. From this record a card set is made and filed in the card catalog. If the record is in machine-readable form it is entered into a database or online catalog. Methods of creating bibliographic records are discussed below. For specific information about sources of records or catalog card sets, contact the companies in Appendix C: List of Vendors.

1. Card Sets

A card set consists of two or more 3x5 inch catalog cards produced for one item. The cards are identical, except for the top line that is added above the description to indicate access points. The heading on this top line is used to file each access point in its alphabetical place in a card catalog.

A set of cards for most items consists of cards for the main entry and all added entries. The added entries could be title, (unless it is the main entry), series, illustrators, joint authors, corporate bodies involved, or performers. There are also subject access points in the card set and a shelflist card. Below is an example of a card set in the familiar paragraph format.

EXAMPLE: Card set in paragraph format

MAIN ENTRY CARD (AUTHOR)

001.5 Schiller, Herbert I., 1919-
SCH Who knows : information in the age of the Fortune 500 /
by Herbert I. Schiller. — Norwood, N.J. : Ablex, 1981.
xviii, 187 p. ; 24 cm. — (Communication and
information science)

Includes bibliographical references and indexes.
ISBN 0-75529-970-1

1. Communication—United States. I. Title.
II. Series.

TITLE ADDED ENTRY CARD

Who knows.
001.5 Schiller, Herbert I., 1919-
SCH Who knows : information in the age of the Fortune 500 /
by Herbert I. Schiller. — Norwood, N.J. : Ablex, 1981.
xviii, 187 p. ; 24 cm. — (Communication and
information science)

Includes bibliographical references and indexes.
ISBN 0-75529-970-1

1. Communication—United States. I. Title.
II. Series.

SERIES ADDED ENTRY CARD

Communication and information science
001.5 Schiller, Herbert I., 1919-
SCH Who knows : information in the age of the Fortune 500 /
by Herbert I. Schiller. — Norwood, N.J. : Ablex, 1981.
xviii, 187 p. ; 24 cm. — (Communication and
information science)

Includes bibliographical references and indexes.
ISBN 0-75529-970-1

1. Communication—United States. I. Title.
II. Series.

SUBJECT ADDED ENTRY CARD

COMMUNICATION—UNITED STATES.
001.5 Schiller, Herbert I., 1919-
SCH Who knows : information in the age of the Fortune 500 / by Herbert I. Schiller. — Norwood, N.J. : Ablex, 1981.
xviii, 187 p. ; 24 cm. — (Communication and information science)

Includes bibliographical references and indexes.
ISBN 0-75529-970-1

1. Communication—United States. I. Title.
II. Series.

SHELFLIST CARD

001.5 Schiller, Herbert I., 1919-
SCH Who knows : information in the age of the Fortune 500 by Herbert I. Schiller. — Norwood N.J. : ABLEX, 1981.
xviii, 187p. ; 24 cm. — (Communication and information science)

Includes bibliographical references and indexes.
ISBN 0-75529-970-1

c.1 - 19.50 - B&T - 4/15/81
c.2 - 19.50 - gift- 6/02/83

1. Communication—United States. I. Title.
II. Series.

The next example shows the main entry card from the card set above with some of the parts labeled.

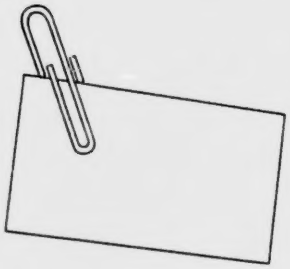
EXAMPLE: PARTS OF A CATALOG CARD

⑯ 001.5 ① Schiller, Herbert L. 1919- ③
SCH ② Who knows : information in the age of the Fortune 500 / ⑤
④ by Herbert I. Schiller. — Norwood, N.J. : Ablex, 1981. ⑥ ⑦
⑧ xviii, 187 p. ; 24 cm. — (Communication and
information science) ⑨

⑩ Includes bibliographical references and indexes.
⑪ ISBN 0-75529-970-1

⑫ 1. Communication—United States. I. Title. ⑬ ⑭
⑮ II. Series.

1. Main Entry Heading
2. Title Proper
3. Other Title Information
4. Statement of Responsibility
5. Place of Publication
6. Publisher
7. Date of Publication
8. Physical Description
9. Series Statement
10. Notes
11. ISBN
12. Tracing
13. Subject Heading
14. Title Added Entry
15. Series Added Entry
16. Call Number



The card format is slightly different when the title is the main entry.

EXAMPLE: TITLE MAIN ENTRY

The Feminist papers : from Adams to de Beauvoir /
edited and with introductory essays by
Alice S. Rossi. — New York : Columbia
University Press, 1973.
716 p. ; 22 cm.

Bibliography p. 707-716.
ISBN 0-231-03795-3

I. Rossi, Alice S.

In addition to the main entry card, one of the cards in the set, or an abbreviated version, has no line added at the top. This is the shelflist card. A separate card file, called the shelflist file, is maintained in the technical services area. In this file, the cards are arranged as the items stand on the shelves. The items located in the various areas of the library such as reference, juvenile, Southwest collection, audiovisual, or general circulating stacks are arranged by these areas in the shelflist file. They are then subarranged by Dewey classification number or some other location symbol. The shelflist is an important file for the library staff. It is a source of information for inventory and is used to determine how many copies of a title are held. Because the shelflist cards are arranged by Dewey classification, the file is used to estimate how many items on a particular subject are held. The shelflist card contains a record of all the access points filed for a particular item. This listing is the **tracing**. Most card sets will have the tracings listed at the bottom of all cards in the set because this information is also useful for patrons and public services staff.

On each shelflist card, in addition to the information which appears on the main entry card for the item cataloged, is information, such as date purchased, price, vendor and always ISBN (International Standard Book Number). As copies of this item are added or discarded, the copy numbers are noted on the shelflist card for the item. If you own several copies of an item all copies appear on the same card.

Periodicals may not be represented in the shelflist because there is usually a separate file indicating the holdings for periodicals. The library that has automated both its catalog and its acquisition procedure may consider eliminating its card catalog; until then, and perhaps even after that, the shelflist remains a necessary file. It is important to keep the shelflist accurate and up-to-date. Every item acquired by the library should have a shelflist card; every item that is discarded, lost or stolen from the library should have that noted on its shelflist card. When using catalog production programs, each set of cards made should include a shelflist card. When you order commercially-made cards, use one of them for the shelflist by adding the appropriate information to it.

2. Commercial Cataloging

Many book jobbers sell sets of catalog cards for their books and audio-visual materials. These sets are ordered with the library materials on the same order form and arrive with the items, cutting the time from ordering to shelf drastically. Most jobbers will either fully process the items you order or provide kits that include pockets, circulation cards, labels and catalog cards.

There are also several commercial cataloging companies who sell sets of catalog cards. If you have purchased items from a bookstore or another source that does not supply card sets, you can use one of these vendors. Some of these sources for cataloging offer choices about cataloging and classification. You will complete a profile that tells the company to choose Sears subject headings and Dewey classification numbers. But you cannot completely tailor the card sets to match your needs.

There is a wide variation in the quality of cataloging on these commercially produced card sets and they require careful scrutiny to determine if they conform to local classification and subject heading practice. You want cataloging that comes from MARC tapes prepared and distributed by the Library of Congress. These magnetic tapes of MAchine-Readable Cataloging are consistent with the internal policies at the Library of Congress.

The Library of Congress also offers card sets through its Cataloging Distribution Service (CDS). Standard order slips are provided once you open an account. The Library of Congress has many services and products to help in the cataloging process, and these are explained in the order brochure available on request. The address of the Cataloging Distribution Service is in Appendix C: List of Vendors.

Another way to prepare cataloging records is to purchase a microcomputer software program that will generate the card sets in your local library from cataloging information entered by the cataloger. The advantage of these programs is that duplication of cards is much faster and more accurate than typing card sets. Again, it is important to ask the vendor if the program is MARC-based. If it is, as in the case of Follett's Cardmaster Plus program, you will be able to share your records with other libraries. When purchasing a catalog card production program it is essential to find out exactly what are its system requirements (computer, printer, disc drives, CD-ROM drives etc.). Ask the dealer of whatever program you buy to explain in detail the capabilities and costs.

Bibliographic data are available in the H. W. Wilson's *Public Library Catalog, Junior High School Catalog, Senior High School Catalog,* or *Children's Catalog.* For older titles check in the *National Union Catalog.* For other titles check *Cumulative Book Index* or OCLC. These indexes, as well as *Booklist,* a journal which you probably use for book selection, include information such as class numbers and subject headings.

There are still many small libraries that type at least some catalog cards from existing copy. Instructions on preparing typed cards in the accepted form are available in *Introduction to Cataloging and Classification* by Arlene G. Taylor and Akers' *Simple Library Cataloging,* which are listed in Appendix D: Selected Bibliography.

3. Cataloging-in-Publication (CIP)

Brief cataloging data has been included on the verso of the title pages of most American books published since 1965. Called Cataloging in Publication (CIP), it gives the cataloger most of the information needed to create card sets. The following is a CIP record from a book:

LIBRARY OF CONGRESS CATALOGING-IN-PUBLICATION DATA
Mother Earth : through the eyes of women photographers and writers /
edited by Judith Boice.
p. cm.
ISBN 0-87156-556-0 :
1. Landscape photography. I. Boice, Judith, 1962– .
TR660.5.M68 1992 92-1143
779'.082—dc20 CIP

Note that the CIP entry is not a complete record because some elements are missing; e.g. the publisher of the book, place and date of publication, and edition. You are usually also missing the physical description of the item. This is not a problem because you have the item in hand as you are describing it. For this item you turn to the title page to find the additional publication elements. For the physical description, you leaf through the book and complete the elements for pagination, illustrations, and for size you measure the book and state the measurement in metric terms. CIP records include classification numbers from both the *Library of Congress Classification* and the *Dewey Decimal Classification.*

EXERCISE 1 (PART 1)

Use the cataloging copy given below to make a set of cards. Refer to the example of a card set given earlier. Check your answer with the key.

MAIN ENTRY CARD (AUTHOR)

398.21 Goble, Paul
Gob The lost children : the boys who were neglected /
story and illustrations by Paul Goble. — 1st ed. —
New York : Bradbury Press, c1993.
[32] p.

Summary: A Blackfoot Indian legend in which
six neglected orphaned brothers decide to go to the
Above World where they become the constellation of
the "Lost Children," or Pleiades.
ISBN 0-02-736555-7

1. Siksika Indians—Legends. 2. Indians of North
America—Legends. 3. Stars—Folklore. I. Title.

EXERCISE 2 (PART 1)

Use the cataloging copy given below to make a set of cards. Refer to the example of a card set given earlier. Check your answer with the key.

MAIN ENTRY CARD (AUTHOR)

025.3 Gorman, Michael, 1941-
Gor The concise AACR2 / prepared by Michael Gorman.
— 1988 revision. — Chicago : American Library
Association, 1989.
159 p.

Includes index.
ISBN 0-8389-3362-9

1. Anglo-American cataloging rules. 2. Descriptive
cataloging—Rules. I. Title.

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PART 2: TECHNICAL SERVICES PROCEDURES

Objectives:

After completing this part you will be able to:

1. Identify the major parts of a MARC record
2. Relate cataloging data to a MARC record
3. Recognize word-by-word filing sequences
4. Understand the basic filing rules

A. Using Automation for Cataloging

Even with the availability of commercial card sets and software, the card catalog is seen as less desirable than the automated catalog for several reasons. It takes up a lot of space, the cabinets are very costly, its maintenance is labor-intensive, time-consuming and often error-prone, and access is limited to those entries chosen by the cataloger. In automated catalogs, keyword searching of titles, contents notes, series, and subject subheadings is possible and helpful.

The OPAC lends itself naturally to the concept of cooperation among libraries of all types in a community; this networking allows libraries to have records of each other's holdings, to plan acquisitions and projects together, to avoid unnecessary duplication, and to foster interlibrary loan. This further networking is done through technology called WAN (Wide Area Network) and must be planned cooperatively with the participating libraries. The future of the OPAC is unlimited. Already available are home and office connections through the OPAC to other library computer systems, allowing searching of these collections from a distance.

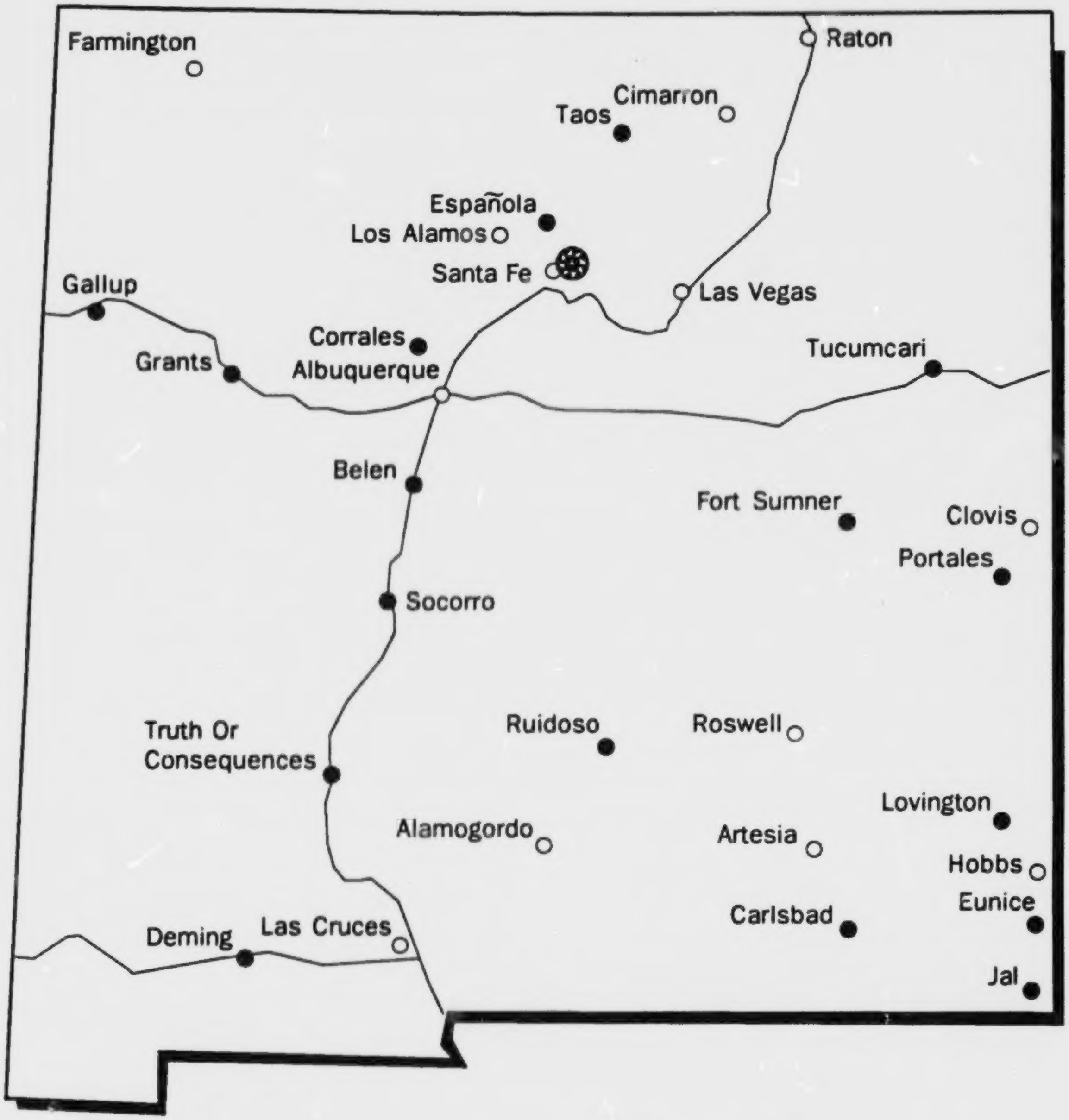
Preparing for automation needs to be undertaken with realistic knowledge of the time and money required. However, if you plan to create an OPAC some time in the future, you should consider beginning now. Planning for an OPAC goes beyond the issues of initial cost and annual maintenance. The library considering an OPAC must conduct a feasibility study that includes a task analysis of each procedure. The plan also includes understanding present and future personnel needs, training of staff and users, physical facilities to accommodate electronic media, and whether to abandon the card catalog altogether. It is important to have an updated shelf list and collection when beginning a retrospective conversion project. Retrospective conversion is the process of changing the existing manual bibliographic records into machine-readable format according to specified policies and standards. It is not the same as recataloging, but older records may require extensive changes in the description and in subject headings and classification. This manual will not detail this process, but everyone who works in libraries needs to know what it is and why it is crucial to find the time and money to do it.

Understanding the basics of hardware and software in order to cooperate with others through electronic networking is essential. Directors and boards of even the smallest libraries need to be aware of standards and make sure the software they purchase is compatible with them in order to facilitate local use of records and the sharing of records as the New Mexico statewide network develops.

1. BiblioFile

One way of getting started in automation is to use the Library Corporation's product called BiblioFile. This consists of a subscription to cataloging records on CD-ROM (compact disk- read only memory). The records are MARC based and the cataloger can edit the records to show local preferences in class numbers or other data elements for local card sets.

The system also produces cards for books not included in the database through a MARC editing subsystem. The basic subscription provides cataloging for books only; other subscriptions may be purchased to assist with other media and foreign language books. BiblioFile is priced somewhere between purchased cards and OCLC. (see page 2.4). One must have a CD player, a computer, a monitor, and a printer which accepts continuous card and label stock. In New Mexico, librarians using BiblioFile have formed an organization called BUG (BiblioFile Users Group) which meets to share information. These libraries are indicated on the map.



State Library
New Mexico State Library - Santa Fe
Northeastern Regional Library (Cimarron)

○ **OCLC Libraries in New Mexico**

Alamogordo Public Library
Albuquerque Public Library
Artesia Public Library
Thomas Branigan Public Library (Las Cruces)
Clovis-Carver Public Library
Farmington Public Library
Hobbs Public Library
Carnegie Public Library (Las Vegas)
Mesa Public Library (Los Alamos)
Arthur Johnson Memorial Library (Raton)
Roswell Public Library
Santa Fe Public Library

● **BiblioFile User's Group**

Belen Public Library
Carlsbad Public Library
Corrales Community Library
Deming Public Library
Espanola Public Library
Eunice Public Library
Fort Sumner Public Library
Gallup: Octavia Fellin Public Library
Grants: Mother Whiteside Memorial Library
Jal: Woolworth Community Library
Lovington Public Library
Portales Public Library
Ruidoso Public Library
Socorro Public Library
Taos: Harwood Public Library
Truth Or Consequences Public Library
Tucumcari: K.Schlientz Memorial Library

New Mexico public libraries that are OCLC members or in the BiblioFile Users Group.

2. OCLC

OCLC, Inc. (Online Computer Library Center) is a network of libraries that share a large bibliographic database and cataloging subsystem. A library must join and pay substantial fees to use it. New Mexico libraries join through AMIGOS Bibliographic Council, Inc. The OCLC online catalog is a union catalog that contains the Library of Congress database, records from member libraries, and records from other national libraries. This means it can be used to find who owns what for interlibrary loan purposes. It is used primarily for editing bibliographic records according to a detailed profile that specifies the local choices wanted. Changes are made to the online record and card sets are requested immediately after making the changes. A copy of each edited record is maintained by AMIGOS for the library to use in a local online system. Even if the library does not yet have an OPAC, these records are retained for future use.

The OCLC Online Library Union Catalog is the largest database of bibliographic records in the world. Most public libraries find 95 - 98% of their holdings represented in this database. If the database does not contain the title you are cataloging, you create an original cataloging record and enter it into the union catalog for sharing with the other users. Libraries earn original cataloging credit for these records.

There are other benefits of the OCLC system, but it is expensive and generally used by larger public, special and academic libraries. The cataloger in the small library may wish to visit one of the libraries shown on the BUG/OCLC map to become aware of current technology. It is now possible for a group of small libraries to form a consortium to use OCLC. This GAC (Group Access Capability) permits the sharing of costs across several institutions.

3. The MARC Record

All staff members of libraries need to understand MARC records for several reasons: 1) to explain them to users, 2) use them in microcomputer applications, or 3) to understand them for local automation projects. But the primary use of MARC records is for creating bibliographic records. All libraries should require that all purchased catalog records for all types of materials adhere to the appropriate MARC standards.

MARC is a set of standards for identifying, storing, and communicating cataloging information in a consistent form so it can be shared and manipulated by computer programs. It is used at the Library of Congress to communicate prepublication and final cataloging to thousands of other libraries. These thousands also use MARC to share original cataloging they want to contribute to the national, regional, or statewide databases. And thousands more benefit from using original MARC records as the basis for building their own local catalogs.

In the United States, the terms MARC, LC MARC, and USMARC are often used without regard to their slightly different meanings. USMARC supports AACR2R and standard subject analysis tools. Very few library automation systems use pure USMARC. The term **MARC compatibility** is in general use, but it may have very different meanings from vendor to vendor. The newer term, **MARClike**, is even more vague. MARC compatibility may relate to systems or formats. A MARC-compatible system should be able to process USMARC records directly, reading any standard USMARC records and, as needed, writing or restoring them without loss of content, content designation, or structure. A MARC-compatible format is one to which USMARC records can be converted without loss of content or content designation on import or export. MARC compatibility gives you flexibility and lets you move toward sophisticated integrated systems in stages. It also provides for the future when regional and statewide networks will be a common way to share data. It is important to distinguish between LC MARC and OCLC MARC. OCLC MARC includes data elements specific to the use of the standard in the OCLC system.

Vendors of cataloging products for microcomputers have joined together in a consortium to develop MICROLIF. This new addition to national standards assures that their products will conform to the MARC standard.

A MARC bibliographic format was developed for books, serials, visual materials, archival collections, maps, music, and computer files. These formats are being reduced to one integrated format. Integration does not mean that existing MARC based systems will be obsolete. Catalogers will not have to learn new content designation. Online systems may still maintain distinctions by type of material or treatment. There will be short-term changes for online systems that bear a modest cost, but the future is bright with promise for the use of integrated MARC.

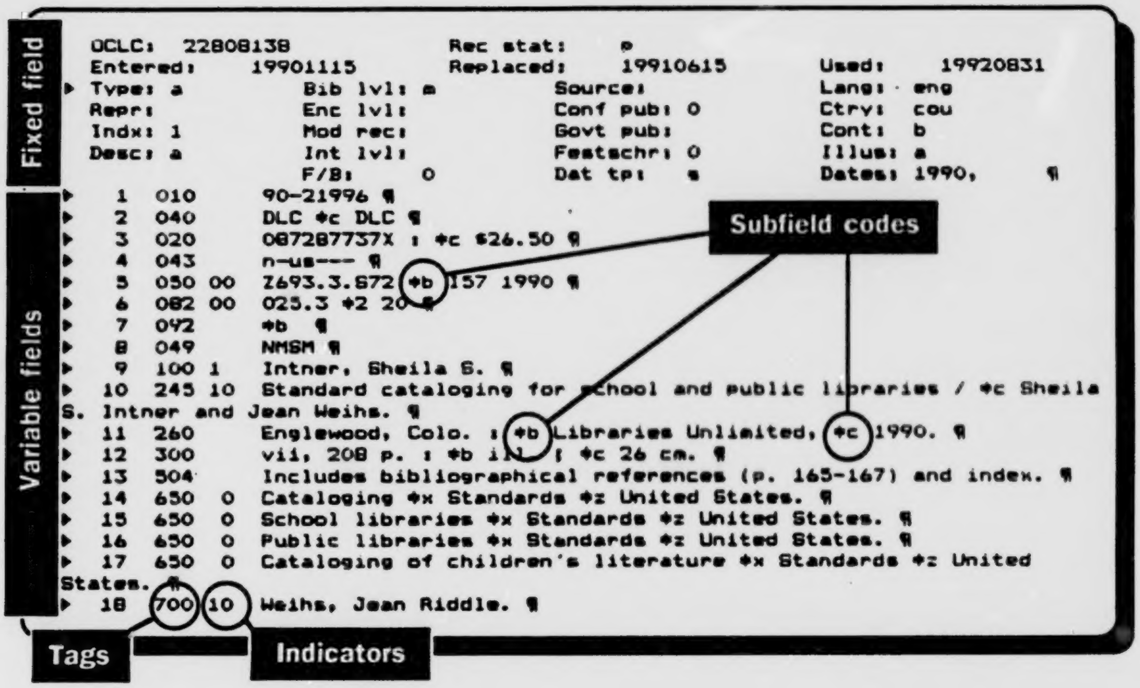
The parts of the MARC record are defined below. Use the Summary of Selected MARC/OCLC Variable Field Tags and the example of an OCLC/MARC Record to identify the parts of a MARC record. The OCLC/MARC Record example also shows some of the system specific elements, such as line numbers and other symbols used for ease of editing.

* * *

SUMMARY OF SELECTED MARC/OCLC VARIABLE FIELD TAGS

TAG	IND	DEFINITION
010		Library of Congress Control Number
020		ISBN
040		Cataloging Source
041	—	Language Code
043		Geographic Area Code
049		Local Holdings
050	—	Library of Congress Call Number
074		U.S. Government Printing Office Item Number
082	—	Dewey Decimal Call Number
086	—	Government Document Classification Number
090		Locally assigned LC-type Call number
092		Locally assigned Dewey Call Number
1xx		Main Entry Headings: Personal, Corporate, Meeting name, or Uniform title
222	— —	Key Title (serials)
240	— —	Uniform Title
245	— —	Title Statement
250		Edition Statement
260	— —	Publication, Distribution, etc. (Imprint)
300		Physical Description
4xx	— —	Series Statement: Personal, Corporate, or Meeting Name Added Entry
440	—	Series Statement, Title Added Entry
490		Series Statement, No Added Entry or Traced Differently from 440 Tag
5xx		Notes
500		General Note
505		Contents Note
520		Summary, Abstract, Annotation, Scope, Etc. Note
590		Local Notes
600	— —	Subject Added Entry: Personal, Corporate, Conference or Meeting Name
650	— —	Subject Added Entry, Topical
651	—	Subject Added Entry, Geographic
690		Local Subject Added Entry, Topical
691		Local Subject Added Entry, Geographic
7xx	— —	Added Entry: Personal, Corporate, Conference or Meeting Name, or Uniform Title
740	— —	Added Entry, Title Traced Differently
8xx	— —	Series Added Entry: Personal, Corporate, Conference or Meeting Name
830	—	Series Added Entry, Title

OCLC/MARC Record



```
OCLC:  22808138            Rec stat:    p
Entered:    19901115       Replaced:    19910615       Used:    19920831
▶ Type: a          Bib lvl: m        Source:               Lang: eng
  Repr:            Enc lvl:          Conf pub: 0           Ctry:  cou
  Indx: 1          Mod rec:          Govt pub:             Cont:  b
  Desc: a          Int lvl:          Festschr: 0           Illus: a
                   F/B:     0        Dat tp:   s           Dates: 1990,      ¶
▶  1  010      90-21996 ¶
▶  2  040      DLC ‡c DLC ¶
▶  3  020      087287737X : ‡c $26.50 ¶
▶  4  043      n-us--- ¶
▶  5  050 00   Z693.3.S72 ‡b I57 1990 ¶
▶  6  082 00   025.3 ‡2 20 ¶
▶  7  092      ‡b  ¶
▶  8  049      NMSM ¶
▶  9  100 1    Intner, Sheila S. ¶
▶ 10  245 10   Standard cataloging for school and public libraries / ‡c Sheila
S. Intner and Jean Weihs. ¶
▶ 11  260      Englewood, Colo. : ‡b Libraries Unlimited, ‡c 1990. ¶
▶ 12  300      vii, 208 p. : ‡b ill. ; ‡c 26 cm. ¶
▶ 13  504      Includes bibliographical references (p. 165-167) and index. ¶
▶ 14  650  0   Cataloging ‡x Standards ‡z United States. ¶
▶ 15  650  0   School libraries ‡x Standards ‡z United States. ¶
▶ 16  650  0   Public libraries ‡x Standards ‡z United States. ¶
▶ 17  650  0   Cataloging of children's literature ‡x Standards ‡z United
States. ¶
▶ 18  700 10   Weihs, Jean Riddle. ¶
```

DEFINITIONS

Record - The collection of fields containing information about a separately cataloged item.

Content Designation - The tags, indicators, and subfield codes that identify data elements.

Fields - Groups of one or more data elements. A field begins with a triangle and ends with a ¶. There is one fixed field per record and several variable fields. The fixed field elements are used to help in indexing the record. Variable fields contain the cataloging data such as main and added entries, title, publisher, physical description, notes, subject headings, and classification numbers.

Tags - Labels for fields. For example, 245 is the tag for the title field.

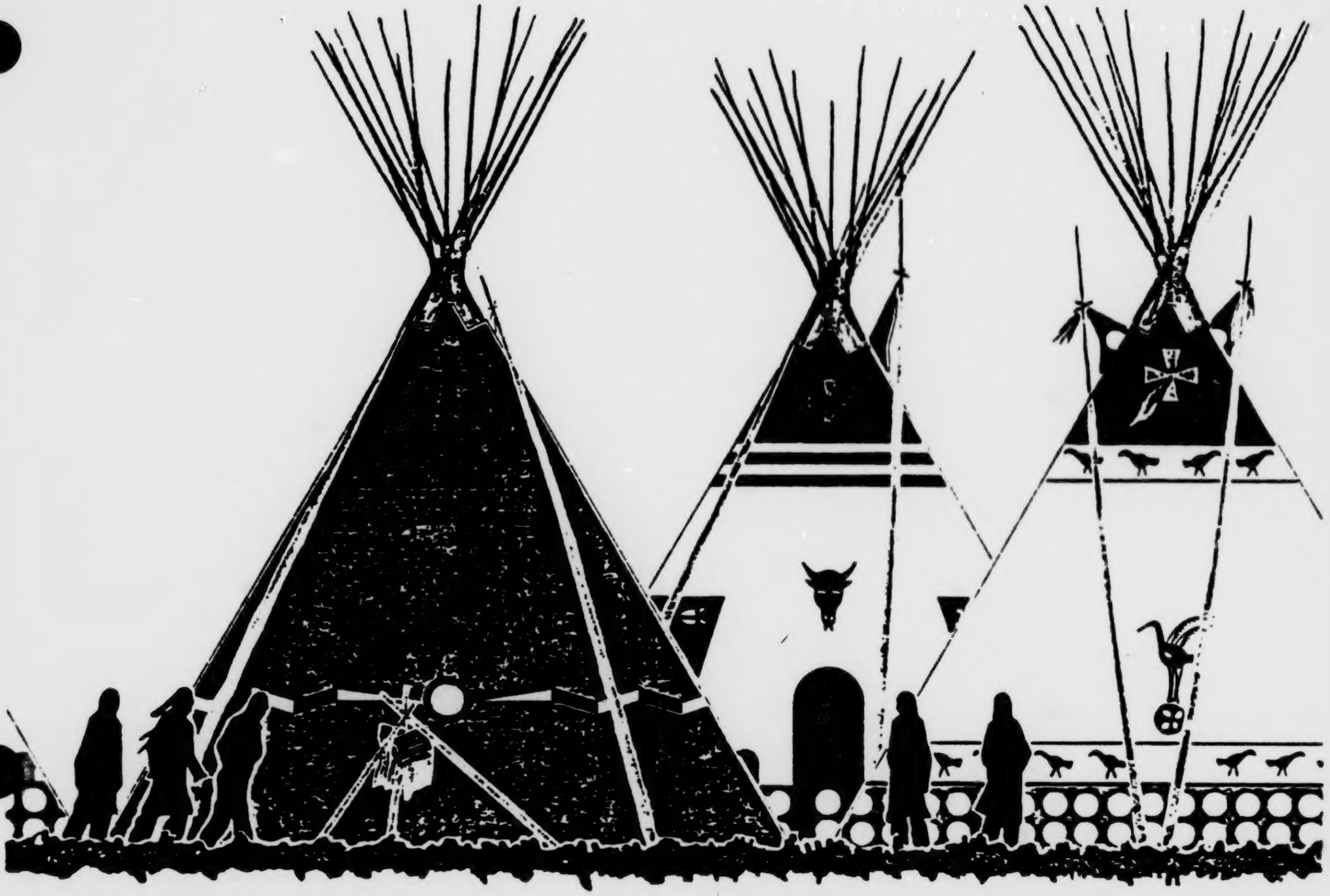
Indicators - Two characters at the beginning of most fields which provide additional information about the field.

Subfields - Data elements within fields. Subfield ‡ a does not appear in the display online, but it is the first subfield.

EXERCISES 3 AND 4 (PART 2)

INSTRUCTIONS: In this practice you will use the sources of information and the OCLC MARC records. Compare the data in the MARC record to the title page, title page verso, and CIP data. Transfer the appropriate MARC tag to the data element it identifies. There will be more data elements on the OCLC records than you need. Check your work with the answer key.

Exercise 3	The lost children
Exercise 4	The concise AACR2



THE LOST CHILDREN

the boys who were neglected

story and illustrations by

PAUL GOBLE

Bradbury Press · New York
Maxwell Macmillan Canada · Toronto
Maxwell Macmillan International
New York · Oxford · Singapore · Sydney

2.9

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1200 Eglinton Avenue East
Suite 200
Don Mills, Ontario M3C 3N1

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First edition
Printed and bound in the United States of America
10 9 8 7 6 5 4 3 2 1

Book design by Paul Goble

Library of Congress Cataloging-in-Publication Data
Goble, Paul.
The lost children: the boys who were neglected / story and illustrations by Paul Goble. — 1st ed.
p. cm.
Summary: A Blackfoot Indian legend in which six neglected orphaned brothers decide to go to the Above World where they become the constellation of the "Lost Children," or Pleiades.
ISBN 0-02-736555-7
1. Siksika Indians—Legends. 2. Stars—Folklore. [1. Siksika Indians—Legends. 2. Indians of North America—Legends. 3. Stars—Folklore.] I. Title.
E99.S54G62 1993
398.21'0899736—dc20 91-44283
[E]

for my son, Robert, with all my love

REFERENCES: Ella C. Clark, *Indian Legends from the Northern Rockies*, University of Oklahoma Press, Norman, 1966; George B. Grinnell, *Blackfoot Lodge Tales*, Charles Scribner's Sons, New York, 1892; Adolph Hungry Wolf, *The Blood People; A Division of the Blackfoot Confederacy*, Harper and Row, New York, 1977; *Painted Tipis by Contemporary Plains Indian Artists*, Indian Arts and Crafts Board of the US Department of the Interior, Anadarko, 1973; Robert Lowie, *Myths and Traditions of the Crow Indians*, Anthropological Papers of the American Museum of Natural History, Vol XXV, New York, 1918; Museum of the Rockies, *Blackfoot Tipis: Design and Legend*, Bozeman, 1976; Walter McClintock, *The Old North Trail; Life, Legends and Religion of the Blackfeet Indians*, Macmillan, London, 1910, Stith Thompson, *Tales of the North American Indians*, Indiana University Press, Bloomington, 1929; Robert N. Wilson, "Blackfoot Star Myths: The Pleiades," *The American Antiquarian and Oriental Journal*, No 15, 1893; Clark Wissler, *Star Legends Among the American Indians*, American Museum of Natural History Guide Leaflet Series, No 91, New York, 1936; Clark Wissler and D. C. Duvall, *Blackfoot Mythology*, Anthropological Papers of the American Museum of Natural History, Vol II, New York, 1908.

THANK YOU: Keith Robinson for helping me with this writing, and all the other books as well.

THANK YOU: Ann Jenks, South Dakota State Historical librarian, for finding many references for this story.

Several steps were taken to make this an environmentally friendly book. The paper is made from not less than fifty-percent recycled fibers. The inks used are vegetable oil-based. Finally, the binders board is one-hundred-percent recycled material.

OCLC MARC Record

```
OCLC:  25131649            Rec stat:    c
 Entered:    19911205       Replaced:    19930821       Used:    19930929
 Type: a          Bib lvl: m          Source:              Lang:  eng
 Repr:             Enc lvl:            Conf pub: 0          Ctry:  nyu
 Indx: 0          Mod rec:            Govt pub:            Cont:
 Desc: a           Int lvl: j          Festschr: 0          Illus: a
                  F/B:       0        Dat tp:   s          Dates: 1993,
   1  010      91-44283/AC
   2  040      DLC ǂc DLC
   3  020      0027365557 (recycled paper) : ǂc $14.95 ($19.50 Can.)
   4  043      np----- ǂa n-cnp--
   5  050 00  E99.S54 ǂb G62 1993
   6  082 00  398.21/0899736 ǂa E |2 20
   7  090      |b
   8  049      OKUA
   9  100 1   Goble, Paul.
  10  245 14  The lost children : ǂb the boys who were neglected / ǂc story
and illustrations by Paul Goble.
  11  250      1st ed.
  12  260      New York : ǂb Bradbury Press ; ǂa Toronto : ǂb Maxwell Macmillan
Canada ; ǂa New York : ǂb Maxwell Macmillan International, ǂc c1993.
  13  300      1 v. (unpaged) : ǂb col. ill. ; ǂc 25 cm.
  14  520      A Blackfoot Indian legend in which six neglected orphaned
brothers decide to go to the Above World where they become the constellation of
the "Lost Children," or Pleiades.
  15  650  0  Siksika Indians ǂx Legends.
  16  650  0  Stars ǂx Folklore.
  17  650  1  Siksika Indians ǂx Legends.
  18  650  1  Indians of North America ǂx Legends.
  19  650  1  Stars ǂx Folklore.
```

OCLC MARC Record

```
OCLC:  19980945             Rec stat:    c
Entered:    19890615        Replaced:    19911214        Used:    19930923
Type: a           Bib lvl: m         Source:               Lang:  eng
Repr:             Enc lvl:           Conf pub: 0           Ctry:  ilu
 Indx: 1          Mod rec:           Govt pub:             Cont:
Desc: a           Int lvl: /         Festschr: 0           Illus:
                  F/B:      0        Dat tp:    s          Dates: 1989,
   1  010      89-15110//r91
   2  040      DLC ‡c DLC
   3  020      0838933629 (alk. paper)
   4  050 00   Z694.15.A56 ‡b G67 1989
   5  082 00   025.3/2 ‡2 20
   6  090      ‡b
   7  049      OKUA
   8  100 1    Gorman, Michael, ‡d 1941-
   9  245 14   The concise AACR2, 1988 revision / ‡c prepared by Michael
Gorman.
  10  260      Chicago : ‡b American Library Association, ‡c 1989.
  11  300      xi, 161 p. ; ‡c 23 cm.
  12  500      Includes index.
  13  630 00   Anglo-American cataloguing rules.
  14  650  0   Descriptive cataloging ‡x Rules.
  15  730 01   Anglo-American cataloging rules (2nd ed., 1988 revision)
```

THE
CONCISE
AACR2

A10109 342904

1988 revision

prepared by

Michael Gorman

Chicago: American Library Association
Ottawa: Canadian Library Association 1989
London: The Library Association

UNIVERSITY OF OKLAHOMA
LIBRARIES

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694
.15
.A56
G67
1989

Published 1989 by

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street, Chicago, Illinois 60611
ISBN 0-8389-3362-9

CANADIAN LIBRARY ASSOCIATION
200 Elgin Street, Ottawa, Ontario K2P 1L5
ISBN 0-88802-253-0

LIBRARY ASSOCIATION PUBLISHING LIMITED
7 Ridgmount Street, London WC1E 7AE
ISBN 0-85365-799-8

British Library Cataloguing in Publication Data

Gorman, Michael, 1941–
The concise AACR2. — 1988 revision
1. Documents. Author cataloguing & descriptive cataloguing
I. Title II. American Library Association III. Library Association IV. Anglo-American cataloguing rules (2nd ed., 1988 revision)
025.3'2
ISBN 0-85365-799-8

Library of Congress Cataloging in Publication Data

Gorman, Michael, 1941–
The concise AACR2. — 1988 revision
p. cm.
Includes index.
ISBN 0-8389-3362-9 (alk. paper)
1. Anglo-American cataloging rules. 2. Descriptive cataloging—Rules. I. Anglo-American cataloguing rules (2nd ed., 1988 revision) II. Title.
Z694.15.A56G67 1989 89-15110
025.3'2—dc20 CIP

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Printed in the United States of America.
93 92 91 90 89 6 5 4 3 2 1

B. Filing

The order of entries in any form of the catalog is important. The two approaches found in library catalogs and reference tools are word-by-word and letter-by-letter order. *ALA Filing Rules* is based on the word-by-word principle. You may have heard the phrase "nothing files before something" or "blank to Z". This means that the arrangement is letter-by-letter to the end of a word in a heading. The following example shows the differences in these approaches.

EXAMPLE

Word-by-word	Letter-by-letter
New Hampshire	Newark (N.J.)
New Haven (Conn.)	Newcastle (N.S.W.)
New York (N.Y.)	Newfoundland
New York (State)	New Hampshire
New Zealand	New Haven (Conn.)
Newark (N.J.)	Newman, Arthur
Newcastle (N.S.W.)	Newport (Isle of Wight)
Newfoundland	NEWSPAPERS
Newman, Arthur	New York (N.Y.)
Newport (Isle of Wight)	New York (State)
NEWSPAPERS	New Zealand

You will need to consult the *ALA Filing Rules* for details, but the basics of word-by-word filing follow:

1. Spaces, dashes, hyphens, diagonal slashes, and periods are all equal. Only those that appear before the first alphabetic or numeric character are ignored. Spaces and their equivalents are considered as nothing in the "nothing files before something" principle.

2. Numerals file before letters.

3. Letters A through Z file next. Lowercase and uppercase letters are equal.

4. Punctuation and all nonalphabetic signs and symbols are ignored. (See 7 below for an exception to this principle.)

5. Abbreviations are filed as written.

6. Initial articles as part of a place or personal name are filed as written. This includes personal names used as corporate names, conference or meeting names, and geographic place names. Initial articles (a, an, the) that begin titles are ignored.

EXAMPLE

El Camino Real Road [title]
The Club [title]
Club accounts
El Campo (Tex.)
El Greco
The Joan B. Sutton Library today [title]
La Fontaine, Jean de, 1621-1695
Lasa, Jose Maria de

7. The ampersand (&) is filed as if spelled-out (and).

8. Headings with names and numerals are interfiled.

9. Initials, initialisms, and acronyms are filed depending on the use of spaces and punctuation as in basic order 1 above. Treat them as separate words if spaces, dashes, hyphens, diagonal slashes, or periods are used. If other marks are used or no marks are used, treat as a single word.

EXAMPLE

A.A.
A.B.C. programs
Aabel, Marie
The ABC of furniture
I-90 design team
I.A.G.
I am a mathematician
I.E.E.E. Conference on computers
The I.Q. Controversy
IBM application programs
If this be error
Ion beams
Under the old apple tree
Unesco fellowship handbook

10. A prefix that is part of the name of a person or place is treated as a separate word unless joined to the rest of the name directly or with an apostrophe and no space.

EXAMPLE

D'Arcy, Ella
De Alberti, Amelia
De Las Casas, Cristobal
Del Mar, Eugene
Dell, Rose
Delmar, George

Macaulay, James
MacCauley, Clay
MacLaren, Hale
McAuley, Mary
McLaren, Jack

Van Dyke, Henry
Vandenberg, Arthur

11. Dates in titles are filed as numerals. Dates in a chronological file are arranged with earliest time period first. When the time period is expressed only in words, file as if the full range of dates were given.

EXAMPLE

UNITED STATES—HISTORY
UNITED STATES—HISTORY—COLONIAL PERIOD, CA. 1600-1775
UNITED STATES—HISTORY—REVOLUTION, 1775-1783
UNITED STATES—HISTORY—CONSTITUTIONAL PERIOD, 1789-1809
UNITED STATES—HISTORY—CIVIL WAR, 1861-1865
UNITED STATES—HISTORY—1865-
UNITED STATES—HISTORY—1865-1921
UNITED STATES—HISTORY—20TH CENTURY [1900-1999]
UNITED STATES—HISTORY—1975-

Both patrons and filers need to understand the basic choices made by the local library. It is a good practice to post a brief explanation of the filing order used or to provide a handout for patrons to take with them. You should also provide assistance within the catalog to explain exceptions to the order and to provide guidance. Categorical references, specific filing references, and arrangement guides are all explained in *ALA Filing Rules*.

Some libraries make the references in the catalog on 3 1/4 x 5 inch cards so the top edge is taller than the cards describing the items. This helps patrons find them more easily. There usually is no doubt about where to file a **See** reference, but **See Also** references may be filed either before or after the headings from which they lead. Filing before the first entry under the same word as the See Also reference is more standard.

Most of the time the filing order is well established and refiling many cards may not be time well spent. It is critical to make the appropriate references to link old and new filing arrangements.

C. Adjusting Headings and Numbers

You will see a variety of cataloging records. Some will have been created using earlier cataloging rules and editions of subject heading lists. New editions of Dewey Decimal Classification and Sears may require changes in your catalog.

Most changes usually follow a new edition of a working tool or a new interpretation of the rules by the Library of Congress. A typical example is the current use of the subject heading **Afro-Americans** to replace **Blacks** which replaced **Negroes**. Another is **United Kingdom** replacing **Great Britain**.

Also, under earlier rules geographic place names like **New Mexico** and **United States** were abbreviated. The current rules spell out geographic names in most cases. The local library will have to decide whether to change all its entries or to use an explanatory reference.

D. Children's Materials

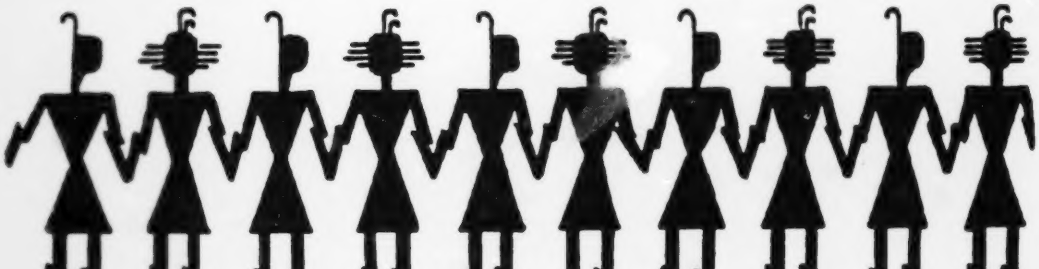
There is a trend in public libraries to pay special attention to cataloging, collection development, and budgeting for the children's department because circulation figures reveal that a large percentage of the materials borrowed are by or for children. Public libraries increasingly feel they must share the responsibility for school-related supplementary materials. It is crucial that children are able to have easy and direct access to the materials written for them. Instruction on the use of the catalog for every child, either individually or in groups, is usually impractical in the small library. Whether card sets are created at the library or purchased from a vendor they must be examined for possible additional subject headings, summary notes, and added entries that are especially important for children.

Look again (up close) at the CIP record for Exercise 3: Lost Children. Note that both regular Library of Congress Subject Headings (LCSH) and juvenile (in brackets) subject headings are given. Sears headings are usually not available on CIP records. A Dewey classification number is included can be used in the call number if appropriate.

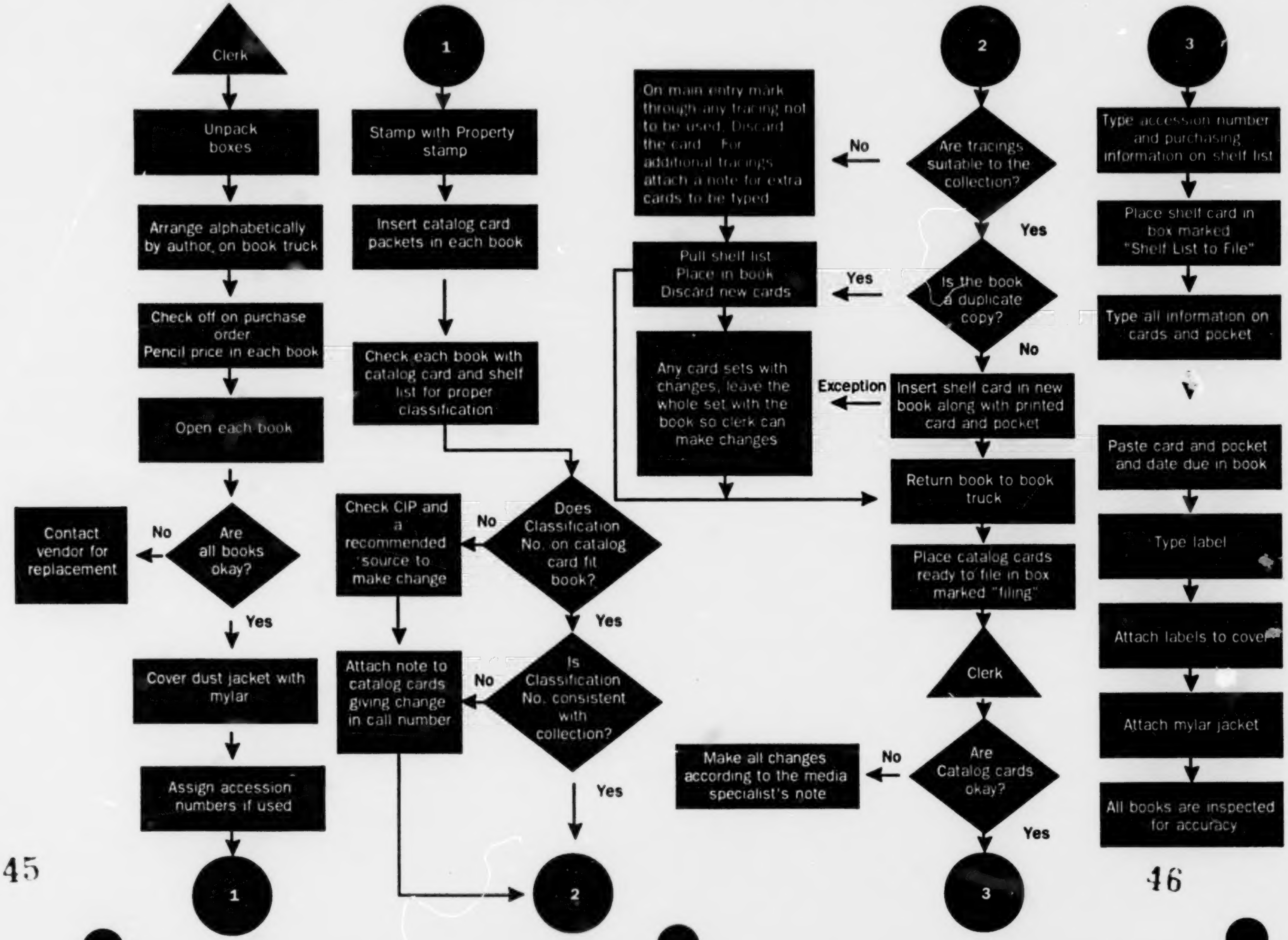
E. Technical Procedures Manual

The major technical services are acquisitions, cataloging, serials, and the physical preparation of the materials for shelving, often called processing. Providing access to the resources of the library by organizing and describing them is the core of technical services work. All of these areas center around the catalog. In order to maintain the catalog the current decisions must be written down. There are many decisions that are made about both national standards and local policies. These are written down in a procedures manual for the use of everyone who needs to interpret the catalog and its use. The manual often includes guidelines from other sources that have been adopted in the local library. Sometimes the technical procedures are a section of a larger manual that explains all procedures in the library.

It is best to have the manual in looseleaf pages that can be easily updated. The text that the library writes should be stored on disc using a standard word processing program. Pages and guidelines from other sources are photocopied and included in the appropriate place. It is a good idea to include flow charts for complex tasks. These can be made using standard flow chart templates. The following page shows a typical flow chart for the processing of new books that have been ordered with catalog card sets. Your library may not include all the steps included in this flow chart.



Flow Chart for Processing New Books with Catalog Card Sets


Clerk
Unpack boxes
Arrange alphabetically by author, on book truck
Check off on purchase order
Pencil price in each book
Open each book
Are all books okay?
No
Contact vendor for replacement
Yes
Cover dust jacket with mylar
Assign accession numbers if used
1
1
Stamp with Property stamp
Insert catalog card packets in each book
Check each book with catalog card and shelf list for proper classification
Does Classification No. on catalog card fit book?
No
Check CIP and a recommended source to make change
Yes
Is Classification No. consistent with collection?
No
Attach note to catalog cards giving change in call number
Yes
2
2
Are tracings suitable to the collection?
No
On main entry mark through any tracing not to be used. Discard the card. For additional tracings attach a note for extra cards to be typed
Yes
Is the book a duplicate copy?
Yes
Pull shelf list
Place in book
Discard new cards
No
Insert shelf card in new book along with printed card and pocket
Exception
Any card sets with changes, leave the whole set with the book so clerk can make changes
Return book to book truck
Place catalog cards ready to file in box marked "filing"
Clerk
Are Catalog cards okay?
No
Make all changes according to the media specialist's note
Yes
3
3
Type accession number and purchasing information on shelf list
Place shelf card in box marked "Shelf List to File"
Type all information on cards and pocket
Paste card and pocket and date due in book
Type label
Attach labels to cover
Attach mylar jacket
All books are inspected for accuracy

PART 3: DESCRIPTION

Objectives:

After completing this part you will be able to:

1. Identify the ISBD areas of description
2. Relate the ISBD areas to a MARC record
3. Identify the parts of the enhanced first level description
4. Complete an enhanced level of description from sample sources of information

A. Areas and Levels of Description

Descriptive cataloging is guided by rules used for card production programs, in the development of MARC records for online systems, and for local copy and original cataloging. The rules provide for the description of all types of materials. Each item is described in such a way as to distinguish it from all other items in your collection. *The Concise AACR2* is the version of the full rules that is often used by small libraries, and it is used as the basic tool for this cataloging manual. The briefer rules are usually adequate, but when there is a need for greater detail and explanation, the full AACR2R should be consulted. Both versions provide guidelines for describing of items and for choosing access points and forming these access points into headings in the catalog. The rules contain both general rules for description which apply to all types of materials and specialized rules for describing book and nonbook items.

The rules are based on the International Standard Bibliographic Description (ISBD). The eight areas of the ISBD are:

1. Title and statement of responsibility
2. Edition
3. Special area (only for serials, computer files, maps, and music)
4. Publication
5. Physical description
6. Series

7. Notes
8. Standard number and terms of availability

These areas have special punctuation and spacing that must be included with them. When the item you are describing does not have data for one of these areas, omit the area and its introductory punctuation. The punctuation is shown in the example below.

There are three levels of description provided for in the rules. The basic level of detail includes the following areas and elements (if they apply to the item in hand):

> Title proper / first statement of responsibility. — Edition statement. — First named publisher, date. — Extent of item. — Note(s). — Standard number.

Both level two and three in the rules include greater detail than most small libraries need. It is recommended that the first level be enhanced with the addition of other title information, other statements of responsibility, the place of publication, and the series statement.

> Title proper : other title information / first statement of responsibility ; other
> statements of responsibility. — Edition statement. — Place of publication : first
> named publisher, date — Extent of item. — (Series statement)
> . — Note(s). — Standard number.

It is a matter of local policy when you include additional elements to the basic level of detail. You may choose to include these other elements on an item-by-item basis. Many libraries use the general material designation (GMD) in square brackets after the title proper for nonbook items. For more information on the GMD, see page 3.4.

In order to describe an item you must have it in hand. You must examine a book or printed item, project important frames of a filmstrip, motion picture, or video recording, load a computer program, listen to a sound recording and examine its labels and other printed materials. To create the description you are guided by the information on specific parts of each item. In the rules, these are called the **sources of information**. The sources of information for the most popular types of items for small libraries are:

Books, pamphlets, printed texts	Title page
Graphic materials	Whole item
Maps; cartographic materials	Whole item
Microforms	Title frame
Motion pictures; video recordings	Whole item
Printed music	Title page

Sound discs	Both labels together
Sound tapes	Whole item and labels
Three-dimensional objects	Whole object
Computer files	Title screen

B. Rules for Description

In the examples that follow, you will see many standard abbreviations. These are used as appropriate in the description. A complete list of all abbreviations and where they can be used in the cataloging record is given in the full AACR2R. The capitalization style shown in catalog records is explained in both versions of the rules. Each area of the enhanced level is discussed and examples are shown for that area. Please note that the whole catalog record is not given; therefore, punctuation and surrounding elements will not be shown.

Title proper. The title is used exactly as it is found in the chief source of information except that the punctuation and the capitalization usually differ.

Gone with the wind
Introduction to library administration
12 easy piano pieces

Sometimes the name of an author, publisher, etc. is part of the title proper. Record it as part of the title proper and do not repeat the name in the statement of responsibility area.

The complete short stories of H. G. Wells
The New Oxford book of American verse
Proceedings of the Conference on Computers

At other times the title proper consists only of the name of the person or corporate body responsible for the item. Give that name as it appears as the title proper.

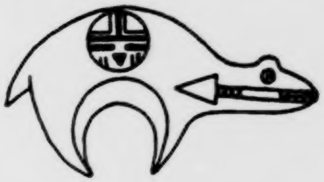
Three Dog Night
Morning Bird
Conference on New Mexico Architecture

If the item has no title proper in the chief source of information, you must make up a brief title yourself. Give this supplied or made-up title in square brackets.

[Map of Colorado]
[Photograph of Alice Marie Jenkins]

General material designation (GMD). If you want to add the GMD to help users determine the type of items available you must choose a term from the North American list in the rules and use it immediately following the title proper.

The Interior of Sainte-Chapelle [picture]
South Pacific [motion picture]
Spain [map]
dBase IV [computer file]



Other title information. You may want to include other title information because it clarifies the description of the item. You can make your decision to use other title information on an item-by-item basis.

Abe Lincoln in Illinois : a play in twelve scenes
Midnight : champion bucking horse
Cultura hispanica : temas para hablar y escribir

Statements of responsibility. Always record the statement of responsibility that appears first in the chief source of information. The person or corporate body responsible for the item usually appears prominently in the chief source.

Pamper your possessions / Vera Wright
The magic of Bandelier / David E. Stuart

Record other statements of responsibility which appear in the chief source of information in the order they are given.

Snow White and the seven dwarfs : a tale from the Brothers Grimm / translated by Randall Jarrell; pictures by Nancy Ekholm Burkert

If no statement of responsibility is given, do not supply one. If a single statement of responsibility names more than three persons or corporate bodies, omit all but the first names. Use marks of omission and "et al." in square brackets to indicate that you shortened the statement.

Anglo-American cataloguing rules / prepared by the American Library Association . . . [et al.]

Edition statement. Give the edition statement as found. You may use standard abbreviations in this area.

New ed.
Rev. ed.
2nd ed.

Place of publication. The place is recorded as it appears on the item. That is, if the state is given with the city, it is used with its appropriate abbreviation.

San Francisco
Austin, Tex.

If the item has two or more places of publication, record the first named place. You may also add another place if it is in the United States and the first one is not.

Burbank, Calif.
London ; New York
Lexington, Mass.

Publisher. Give the first named publisher in the shortest form in which it can be understood and identified.

Burbank, Calif. : Warner Bros.
London ; New York : McGraw-Hill
Lexington, Mass. : D.C. Heath

Date. The latest date of publication is given. You may also give a copyright date if it is different from the publication date.

1990
1992, c1987

Extent of item. The physical description area contains the extent of item, other physical details, dimensions, and accompanying material. This manual recommends that you record at least the extent of item. If your library needs other elements of physical description, you can find examples and instructions about these in the AACR2R rules. You may choose to use these other elements on an item-by-item basis. Here are examples from several types of media.

- Maps and globes
  - 3 maps
  - 1 globe
- Music
  - 2 parts
  - 1 score
- Sound recordings
  - 2 sound cassettes
  - 4 sound discs
  - 1 sound tape reel
- Motion pictures
  - 4 film reels
- Videorecordings
  - 1 videodisc
  - 2 videocassettes
- Graphic materials
  - 1 filmstrip
  - 3 charts
  - 9 photographs
  - 22 slides
  - 14 pictures
- Three-dimensional objects
  - 1 jigsaw puzzle
  - 3 models
  - 1 game

If the item being described has a playing time which is stated on the item, this may be added in parentheses.

2 sound discs (80 min.)
1 videocassette (105 min.)
3 film reels (123 min.)

The extent of books, atlases and other single-volume printed items is given as the number of pages in the main numbered sequence. You may ignore unnumbered sequences and minor sequences.

485 p.
119 p. not xii, 119 p.

The extent of books, atlases and other printed items in more than one volume is given in number of volumes.

3 v.
28 v.

As noted above, you may record other physical details as given in the rules if they are important to your library.

119 p. : ill. ; 27 cm.
119 p. : ill. (some col.)
3 maps : col. ; 25 x 35 cm.
1 sound disc (30 min.) : 33 1/3 rpm, stereo ; 12 in.
14 film reels : sd., col. ; 16 mm.
7 pictures : col.
1 model : wood and metal

The series area. When an item belongs to a series this information is important to many users. It is a good policy to record the title proper of the series and the numbering of the item within the series when these are clearly given and identified on the item. It usually is not necessary to record more than one series title. Record the numbering of the item as it appears using arabic numerals. Series statements are enclosed in parentheses.

(Historic houses of Sante Fe ; no. 6)
(Family library of great music ; 4)
(The Old West ; v. 17)
(Progress in science series)

Note area. Notes are recorded to explain parts of the description that are not clear or to add information necessary to the use of the item. The rules provide for many types of notes; the ones usually needed for small libraries are given here.

- Language. Make a note on the language(s) of the item if it is not clear from the rest of the description.

  Commentary in French
  Spanish and English text

- Titles. Make notes on any important titles appearing on an item that are different from the title proper.

  Title on container: Snakes and lizards
  Disc 3 title: This amazing world

- Credits and other statements of responsibility. List featured players, performers, narrators, or presenters. You may also list other persons who made an important contribution to the creation of the item.

  Cast: Clark Gable, Vivien Leigh, Leslie Howard, Olivia De Havilland
  Director, Victor Fleming ; screen play, Sidney Howard; music, Max Steiner
  Backing by the Amazing Lost Cowboys
  Presenter: Judy Greenfield

- Summary: A brief summary of the content of an item is usually given in the CIP record for children's books. It is good policy to include this summary in the cataloging for your library.

  Summary: Melissa and her friends discover a hidden treasure and defeat a gang who want to steal it.
  Summary: A historical account of the discovery of radium.
  Summary: A story about a Kiowa boy and his love of nature.

- Contents or Partial Contents. If the item is a collection of short stories, plays or other titled parts, list these in the order in which they occur. Small libraries often do not have the expensive reference tools which index the parts of popular collections in books and songs in sound recordings. By giving all or some of the contents in a note, you can help users find what is wanted from the catalog without having to go to the shelves and skim the contents of each item. Recording all or part of the contents in a note is a brief form of **analytics**.

Added entries can be made for the listed contents of an item. Punctuate each title with space, dash, space.

> Contents: The story of Patsy — Timothy's quest — A child's journey with Dickens.
> Partial contents: Gentle on my mind — Wichita lineman — Galveston.

If the parts of the collection are by different authors, composers, etc., give both the title and the statement of responsibility with appropriate punctuation.

> Contents: The man of mode / G. Etherege — The country-wife / W. Wycherley — Love for love / W. Congreve

Standard Number. The International Standard Book Number (ISBN) or any other standard number on the item is given after all the notes. This number is important in identifying the item for ordering card sets, converting manual cataloging to machine-readable records, and for ordering purposes. Use the number that applies to the item in hand if more than one such number is on the item. There may be one number for the cloth bound edition and one for the paper bound edition; choose the one you have.

> ISBN 0-583-12344-8

EXERCISES 5 THROUGH 7 (PART 3)

INSTRUCTIONS: In this practice you will use the sources of information and OCLC MARC records to create an enhanced first level of description for each item listed below. Make 3 photocopies of the cataloging workform to use for your practice. Check your work with the answer key for each exercise.

Exercise 5	Desert tiger
Exercise 6	Spike Lee
Exercise 7	The concise AACR2

OCLC MARC Record

```
  OCLC:  26972425              Rec stat:    c
  Entered:     19921113        Replaced:    19930409        Used:     19930622
▶ Type: a           Bib lvl: m           Source:   d         Lang:  eng
  Repr:             Enc lvl: I           Conf pub: 0         Ctry:  txu
  Indx: 0           Mod rec:             Govt pub:           Cont:  b
  Desc: a           Int lvl:             Festschr: 0         Illus: b
                    F/B:      0b         Dat tp:   s         Dates: 1992,      ¶
▶    1  010      89-52073 ¶
▶    2  040      SUR ǂc SUR ǂd TXI ǂd WIH ǂd IXA ¶
▶    3  020      0874041872 ¶
▶    4  092      978 ǂb T355m, no.97 ¶
▶    5  090      E470.9 ǂb .T452 1992 ¶
▶    6  092      ǂb  ¶
▶    7  049      NMSM ¶
▶    8  100 1    Thompson, Jerry D. ¶
▶    9  245 10   Desert tiger : ǂb Captain Paddy Graydon and the Civil War in the
Far Southwest / ǂc by Jerry D. Thompson. ¶
▶   10  250      1st ed. ¶
▶   11  260      El Paso : ǂb Texas Western Press, University of Texas at El
Paso, ǂc c1992. ¶
▶   12  300      86 p. : ǂb maps ; ǂc 23 cm. ¶
▶   13  490 1    Southwestern studies series ; ǂv no. 97 ¶
▶   14  504      Includes bibliographical references (p. 65-86). ¶
▶   15  651  0   New Mexico ǂx History ǂy Civil War, 1861-1865. ¶
▶   16  600 10   Graydon, James, ǂd 1832-1862. ¶
▶   17  651  0   Southwest, New ǂx History ǂy Civil War, 1861-1865. ¶
▶   18  651  0   United States ǂx History ǂy Civil War, 1861-1865 ǂx Cavalry
operations. ¶
▶   19  740 01   Captain Paddy Graydon and the Civil War in the Far Southwest. ¶
▶   20  830  0   Southwestern studies (El Paso, Tex.) ; ǂv no. 97. ¶
```

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DESERT
CAPTAIN PADDY GRAYDON
TIGER
and the Civil War in the Far Southwest

by

Jerry D. Thompson

Texas
Western
Press

THE UNIVERSITY OF TEXAS AT EL PASO

SOUTHWESTERN STUDIES SERIES NO. 97

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All Texas Western Press books are printed on acid-free paper, meeting the guidelines for permanence and durability of the Committee on Production Guidelines for Book Longevity of the Council on Library Resources.

—PEOPLE TO KNOW—

SPIKE LEE

Filmmaker

Bob Bernotas

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U.S.A. U.K.

59

3. 13

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Library of Congress Cataloging-in-Publication Data

Bernotas, Bob.
Spike Lee : filmmaker / Bob Bernotas
p. cm. — (People to know)
Filmography: p.
Includes bibliographical references (p.) and index.
Summary: A biography of the African-American filmmaker Spike Lee, from his childhood in New York through his days as the controversial director of such films as "Malcolm X."
ISBN 0-89490-416-7
1. Lee, Spike—Juvenile literature. 2. Motion picture producers and directors—United States—Biography—Juvenile literature.
[1. Lee, Spike. 2. Motion picture producers and directors. 3. Afro-Americans—Biography.] I. Title. II. Series.
PN1998.3.L44B47 1993
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[B] 92-41234
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AC

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© Carol Steuer, pp. 15, 32, 73; © David Lee, pp. 34, 42, 51, 54; © Universal City Studios, pp. 59, 61, 64, 70, 75, 77, 78; © Warner Bros., Inc., pp. 6, 84.

Cover Illustration:
© David Lee

60

3. 14

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OCLC MARC Record

```
  OCLC:  27340345            Rec stat:    c
  Entered:     19921119      Replaced:    19930213       Used:    19930809
▶ Type: a          Bib lvl: m         Source:                Lang:  eng
  Repr:            Enc lvl: 8         Conf pub: 0            Ctry:  nju
  Indx: 1          Mod rec:           Govt pub:              Cont:  bq
  Desc: a          Int lvl: j         Festschr: 0            Illus:
                   F/B:     0b        Dat tp:   s            Dates: 1993,     ¶
▶   1  010      92-41234/AC ¶
▶   2  040      DLC ǂc DLC ¶
▶   3  020      0894904167 ¶
▶   4  043      n-us--- ¶
▶   5  050 00   PN1998.3.L44 ǂb B47 1993 ¶
▶   6  082 00   791.43/0233/092 ǂa B ǂ2 20 ¶
▶   7  092      ǂb  ¶
▶   8  049      NMSM ¶
▶   9  100 1    Bernotas, Bob. ¶
▶  10  245 10   Spike Lee : ǂb filmmaker / ǂc Bob Bernotas. ¶
▶  11  260      Hillside, N.J. : ǂb Enslow Publishers, ǂc c1993. ¶
▶  12  263      9307 ¶
▶  13  300      p. cm. ¶
▶  14  440  0   People to know ¶
▶  15  504      Filmography: p. ¶
▶  16  504      Includes bibliographical references (p.    ) and index. ¶
▶  17  520      A biography of the African-American filmmaker Spike Lee, from
his childhood in New York through his days as the controversial director of
such films as "Malcolm X." ¶
▶  18  600 10   Lee, Spike ǂx Juvenile literature. ¶
▶  19  650  0   Motion picture producers and directors ǂz United States ǂx
Biography ǂx Juvenile literature. ¶
▶  20  600 11   Lee, Spike. ¶
▶  21  650  1   Motion picture producers and directors. ¶
▶  22  650  1   Afro-Americans ǂx Biography. ¶
```

OCLC MARC Record

```
 OCLC:  19980945            Rec stat:    c
 Entered:    19890615       Replaced:    19911214       Used:    19930923
 Type: a          Bib lvl: m          Source:               Lang:  eng
 Repr:            Enc lvl:            Conf pub: 0           Ctry:  ilu
 Indx: 1          Mod rec:            Govt pub:             Cont:
 Desc: a          Int lvl: /          Festschr: 0           Illus:
                  F/B:      0         Dat tp:    s          Dates: 1989,
   1  010      89-15110//r91
   2  040      DLC ‡c DLC
   3  020      0838933629 (alk. paper)
   4  050 00   Z694.15.A56 ‡b G67 1989
   5  082 00   025.3/2 ‡2 20
   6  090      ‡b
   7  049      OKUA
   8  100 1    Gorman, Michael, ‡d 1941-
   9  245 14   The concise AACR2, 1988 revision / ‡c prepared by Michael
Gorman.
  10  260      Chicago : ‡b American Library Association, ‡c 1989.
  11  300      xi, 161 p. ; ‡c 23 cm.
  12  500      Includes index.
  13  630 00   Anglo-American cataloguing rules.
  14  650  0   Descriptive cataloging ‡x Rules.
  15  730 01   Anglo-American cataloging rules (2nd ed., 1988 revision)
```

THE CONCISE AACR2

A10109 342904

1988 revision

prepared by

Michael Gorman

Chicago: American Library Association
Ottawa: Canadian Library Association 1989
London: The Library Association

UNIVERSITY OF OKLAHOMA
LIBRARIES

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694
.15
.A56
G67
1989

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LIBRARY ASSOCIATION PUBLISHING LIMITED
7 Ridgmount Street, London WC1E 7AE
ISBN 0-85365-799-8

British Library Cataloguing in Publication Data

Gorman, Michael, 1941–
The concise AACR2. — 1988 revision
1. Documents. Author cataloguing & descriptive cataloguing
I. Title II. American Library Association III. Library Association IV. Anglo-American cataloguing rules (2nd ed., 1988 revision)
025.3'2
ISBN 0-85365-799-8

Library of Congress Cataloging in Publication Data

Gorman, Michael, 1941–
The concise AACR2. — 1988 revision
p. cm.
Includes index.
ISBN 0-8389-3362-9 (alk. paper)
1. Anglo-American cataloging rules. 2. Descriptive cataloging—Rules. I. Anglo-American cataloguing rules (2nd ed., 1988 revision) II. Title.
Z694.15.A56G67 1989 89-15110
025.3'2—dc20 CIP

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93 92 91 90 89 6 5 4 3 2 1

PART 4: ACCESS POINTS

Objectives

After completing this part you will be able to:

1. Identify the types of access points
2. Choose access points from sample sources of information
3. Make references to link different names

A. Main and Added Entries

AACR2R is also used to determine the main entry and added entries for the cataloging record. If your library does not distinguish between main entries and added entries, treat all access points as equal and use the rules to tell you which and how many access points to make.

The first step is to choose the main and added entries without being concerned about how the names or titles will appear in the catalog record. After the choices are made, the rules guide you about how to form a heading that will be part of the catalog record. When the cards are filed using these established headings for names and titles, users can find the materials they want more easily. The rules for choice and form of headings apply to all types of materials. (Later, subject headings will be chosen and formed into headings and added to the catalog record.)

The main entry is chosen from the chief source of information. There are three ways to enter the item in the catalog: under personal authorship, under corporate body, and under title.

1. Works by One Person

If the item is created by one person named in the chief source, choose that person as the main entry. When the item is a collection of works by one person the main entry is that person even if he or she is not named in the chief source.

The magic of Bandelier / David E. Stuart
The good soldier / by Ford Madox Ford
The poems of John Keats / edited by Jack Stillinger
The Brandenburg concertos / J. S. Bach

In the above examples, Stuart, Ford, Keats, and Bach are chosen as the main entry. An added entry will be made for Stillinger as the editor of the poems of Keats. Added entries will also be made for the titles.

2. Works by One Corporate Body

If the item is created by one corporate body named in the chief source, choose that corporate body as the main entry if it falls into one or more of the following categories.

Administrative works
Legal, liturgical, etc. works
Committee, etc. reports
Conference, etc. proceedings
Works created and performed by a group
Maps created and published by a corporate body

Examples of entry under corporate heading

Official roster of state of New Mexico [main entry under the heading for the Secretary of State.]
Rules and regulations / Smith Mining Company [main entry under the heading for the company.]
One space/three visions / Albuquerque Museum [main entry under the heading for the museum.]
Conference on the ozone layer / Society to Protect the Ozone Layer [main entry under the heading for the society.]
Exile on Main Street / the Rolling Stones [main entry under the heading for the performing group.]
Fresno & Fresno County. — Modesto, Ca. : Compass Maps, 1986 [main entry under the heading for Compass Maps.]

3. Works by Two or More Persons

If an item is created by two or three people, you have to determine who has principal responsibility by the layout or wording of the chief source of information. Sometimes it is the person named second that is given more importance on the chief source. This name may be in larger type size on the title page, title frame, or other chief source. There may be a phrase associated with this name that indicates without a doubt that he or she is the one with principal responsibility.

Intermediate Spanish / Eduardo Neale-Silva and Robert L. Nicholas
The teacher's planning pack / by Imogene Forte and Joy MacKenzie

In these examples, Neale-Silva and Forte are the main entries, and Nicholas and MacKenzie are added entries.

If the principal responsibility cannot be determined when there are two or three persons involved, enter the item under the one named first. Make added entries for the others.

General college mathematics / W.L. Ayres, Cleota G. Fry, H.F.S. Jonah

In this example, main entry is under Ayres with added entries for Fry and Jonah.

When four or more persons are named in the chief source and none is clearly the one principally responsible, enter the work under its title.

Organizational behavior : understanding and prediction / Virginia Cline, H. Randolph Bobbitt, Edgar Canty, Maria Espinosa

This work is entered under the title proper *Organizational behavior.* An added entry is made for the person named first, Virginia Cline. No additional added entry is made for the title, because this would create two headings for the same work in the catalog.

4. Collections and Edited Works

Enter a collection of articles, essays, stories, or poems by different authors under the collective title on the chief source of information.

The Oxford book of English verse / chosen by Kingsley Amis
Essays on the Industrial Revolution / edited by Barbara Harris
To follow a star: stories for Christmas / edited by Terry Carr

These are examples of works containing several poems, essays or short stories by different authors. Each work has a collective title so each is entered under that collective title with added entries for editors. Note that the term **edited by** is only one possible phrase. **Compiled by, chosen by**, or other phrases may also be used.

If there is no collective title for this type of work, enter it under the first named contributor or title in the collection.

5. Works of Mixed Responsibility

Many works have persons and corporate bodies making different contributions. The rules provide for guidelines for existing works that are modified in some way and for new works created through the collaboration of different persons or corporate bodies. Here are some of the usual combinations.

A work with text by one person and illustrations by another
A work created by one person and adapted by another
A work by one person translated by another
A musical work by one person arranged by another
A musical work by one person performed by another

It is sometimes more difficult to determine who has the principal responsibility for these works. The rules give excellent examples which should be used to help determine the main entry. In any case, added entries will be made to cover all aspects of the collaboration. Examples of mixed responsibility commonly found in small public libraries are:

Motion pictures based on novels
Translations
Revisions of texts
Adaptations for children
Abridgements of existing works

6. Other Added Entries

There is a general rule that gives guidance on the making of added entries. The rule states that an added entry should be made for a person or corporate body or a title if some users of the catalog might reasonably search for that entry rather than the main entry.

Some added entries that are useful are not obvious from the statement of responsibility in the description. In this case, a note is made which clarifies the need for the added entry.

Performed by Julia C. Granger
New illustrations by William White

An added entry is made for the series title, especially when the series consists of numbered items and your library collects them. Many series for children's works are not numbered, but these are good access points and added entries should be made.

Added entries are made for variations of the title proper. Title added entries are made for the separate works listed in a contents note. These are discussed in the rules under analytical added entries. If the separate works are by different authors, a name/title added entry is made as follows:

Etherege, George. The man of mode
Wycherley, William. The country-wife
Congreve, William. Love for love

EXERCISES 8, 9, AND 10 (PART 4)

INSTRUCTIONS: Examine each of the sources of information, CIP data, and MARC records. Make choices about the main entry and added entries necessary for the enhanced level of cataloging. Do not be concerned about subject added entries at this time.

Exercise 8	The Management of Home Care Services
Exercise 9	La Tierra Amarilla
Exercise 10	Native American dance

OCLC MARC Record

```
 OCLC:  15792778            Rec stat:    p
 Entered:     19870515      Replaced:    19920319      Used:     19930917
 Type: a          Bib lvl: m          Source:    c          Lang:  eng
 Repr:            Enc lvl:            Conf pub: 0          Ctry:  nyu
 Indx: 1          Mod rec:            Govt pub:            Cont:  b
 Desc: a          Int lvl:            Festschr: 0          Illus: a
                  F/B:      0         Dat tp:    s          Dates: 1987,
    1  010       87-12929
    2  040       DNLM/DLC ǂc DLC ǂd NLM
    3  019       15859855
    4  020       0826156606
    5  043       n-us--- ǂa n-us-ny
    6  050 1     RA645.3 ǂb .M36 1987
    7  060       WY 115 M2665
    8  069 0     8705144
    9  082 0     362.1/4/068 ǂ2 19
   10  090       ǂb
   11  049       OKUA
   12  245 04    The Management of home care services / ǂc Stephen Crystal ...
[et al.].
   13  260       New York : ǂb Springer Pub. Co., ǂc c1987.
   14  300       xvi, 170 p. : ǂb ill. ; ǂc 24 cm.
   15  500       "This book is a revision and extension of the final report of
the Home Care Fiscal Management Project"--Pref.
   16  504       Bibliography: p. 159-160.
   17  500       Includes index.
   18  650   0   Home care services ǂx Administration.
   19  650   0   Home care services ǂz United States |x Administration |x Case
studies.
   20  610 20    Home Care Fiscal Management Project (New York, N.Y.)
   21  650   2   Home Care Services ǂx economics |z United States.
   22  650   2   Home Care Services ǂx organization & administration |z United
States.
   23  700 10    Crystal, Stephen, ǂd 1946-
   24  710 20    Home Care Fiscal Management Project (New York, N.Y.)
```

THE MANAGEMENT OF HOME CARE SERVICES

Stephen Crystal
Camilla Flemming
Pearl Beck
Geraldine Smolka

and the Home Care Fiscal Management Consortium

PROPERTY
of the
UCT LIBRARY

SPRINGER PUBLISHING COMPANY
New York

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"This book is a revision and extension of the final report of the Home Care Fiscal Management Project"—Pref.
Bibliography: p.
Includes index.
1. Home care services—Administration. 2. Home care services—United States—Administration—Case studies. 3. Home Care Fiscal Management Project (New York, N.Y.) I. Crystal, Stephen, 1946- . II. Home Care Fiscal Management Project (New York, N.Y.) [DNLM: 1. Home Care Services—economics—United States. 2. Home Care Services—organization & administration—United States. WY 115 M2665]
RA645.3.M36 1987 362.1'4'068 87-12929
ISBN 0-8261-5660-6

Printed in the United States of America

LA TIERRA AMARILLA

Its History, Architecture, and Cultural Landscape

By Chris Wilson and David Kammer

Foreword by Robert Torrez
Preface by Thomas Merlan

Principal photography by Chris Wilson

Museum of New Mexico Press, Santa Fe

4.9

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Cover design (second edition) by Linda Seals.
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Photography by Chris Wilson unless otherwise noted

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LIBRARY OF CONGRESS CATALOGING-IN-PUBLICATION DATA

Wilson, Chris (Christopher)
[Community and continuity]
La Tierra Amarilla : its history, architecture, and cultural landscape / by Chris Wilson and David Kammer ; foreword by Robert Torrez ; preface by Thomas Merlan ; principal photography by Chris Wilson.
p. cm.
"Originally published by the New Mexico Historic Preservation Division under the title Community and continuity . . ."—T.p. verso.
Includes bibliographical references.
ISBN 0-89013-241-0 (pbk.)
1. Historic buildings—Rio Chama Valley (Colo. and N.M.) 2. Vernacular architecture—Rio Chama Valley (Colo. and N.M.) 3. Rio Chama Valley (Colo. and N.M.)—Antiquities. 4. Rio Chama Valley (Colo. and N.M.)—History, Local. I. Kammer, David. II. Title.
F802.C45W57 1992
917.89'52—dc20 92-16426
CIP

Frontispiece: Looking east over Los Ojos to the Brazos Peaks.

Museum of New Mexico Press
P.O. Box 2087
Santa Fe, New Mexico 87504-2087

OCLC MARC Record

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  Indx: 0          Mod rec:          Govt pub:              Cont:  b
  Desc: a          Int lvl:          Festschr: 0            Illus:
                   F/B:      0       Dat tp:   r            Dates: 1992,1989 ¶
▶   1  010      92-16426 ¶
▶   2  040      DLC ǂc DLC ¶
▶   3  020      0890132410 (pbk.) ¶
▶   4  043      n-us-nm ¶
▶   5  050 00   F802.C45 ǂb W57 1992 ¶
▶   6  082 00   917.89/52 ǂ2 20 ¶
▶   7  092      ǂb  ¶
▶   8  049      NMSM ¶
▶   9  100 1    Wilson, Chris ǂq (Christopher) ¶
▶  10  240 10   Community and continuity ¶
▶  11  245 13   La Tierra Amarilla : ǂb its history, architecture, and cultural
landscape / ǂc by Chris Wilson and David Kammer ; foreword by Robert Torrez ;
preface by Thomas Merlan ; principal photography by Chris Wilson. ¶
▶  12  260      Sante Fe : ǂb Museum of New Mexico Press, ǂc 1992. ¶
▶  13  263      9208 ¶
▶  14  300      p. cm. ¶
▶  15  500      "Originally published by the New Mexico Historic Preservation
Division under the title Community and continuity ..."--T.p. verso. ¶
▶  16  504      Includes bibliographical references. ¶
▶  17  650  0   Historic buildings ǂz Rio Chama Valley (Colo. and N.M.) ¶
▶  18  650  0   Vernacular architecture ǂz Rio Chama Valley (Colo. and N.M.) ¶
▶  19  651  0   Rio Chama Valley (Colo. and N.M.) ǂx Antiquities. ¶
▶  20  651  0   Rio Chama Valley (Colo. and N.M.) ǂx History, Local. ¶
▶  21  700 10   Kammer, David. ¶
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OCLC MARC Record

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▶ Type: a           Bib lvl: m          Source:                    Lang:  eng
  Repr:             Enc lvl:            Conf pub: 0                Ctry:  dcu
  Indx: 1           Mod rec:            Govt pub: f                Cont:  bc
  Desc: a           Int lvl:            Festschr: 0                Illus: a
                    F/B:      0         Dat tp:    s               Dates: 1992,      ¶
▶   1  010      92-34989 ¶
▶   2  040      DLC ‡c DLC ‡d PMC ¶
▶   3  020      1563730200 : ‡c $45.00 ¶
▶   4  020      1563730219 (pbk.) : ‡c $24.95 ¶
▶   5  043      n------- ‡a s------- ‡a n-us--- ¶
▶   6  050 00   E59.D35 ‡b N38 1992 ¶
▶   7  082 00   394.3/0897 ‡2 20 ¶
▶   8  092      ‡b  ¶
▶   9  049      NMSM ¶
▶  10  245 00   Native American dance : ‡b ceremonies and social traditions / ‡c
Charlotte Heth, general editor. ¶
▶  11  260      Washington, D.C. : ‡b National Museum of the American Indian,
Smithsonian Institution, with Starwood Pub., ‡c c1992. ¶
▶  12  300      ix, 196 p. : ‡b col. ill. ; ‡c 34 cm. ¶
▶  13  500      Published in conjunction with an exhibition of the National
Museum of the American Indian, held at the Alexander Hamilton U.S. Custom
House, New York, Nov. 15, 1992 to Jan. 24, 1993. ¶
▶  14  504      Includes bibliographical references (p. 185-187) and index. ¶
▶  15  505 0    American Indian dance : a celebration of survival and adaptation
/ Charlotte Heth -- Inside the longhouse : dances of the Haudenosaunee / Ron
LaFrance -- Dancing the cycles of life / Linley B. Logan -- The fiesta : rhythm
of life in the Sierras of Mexico and the Altiplano of Bolivia / Nancy Rosoff
and Olivia Cadaval -- Zapotec dances and music from the northern Sierra of
Oaxaca / Manuel Rios Morales -- The music and dance that nourishes and gladdens
the deities of the Tzotziles and Tzeltales / Jaime Torres Burguete -- The
Aymara fiesta : linking community realities / Tom´as Huanca Laura -- White
Mountain Apache dance : expressions of spirituality / C´ecile R. Ganteaume --
The crown dance / Edgar Perry -- The beauty, humor, and power of Tewa Pueblo
dance / Jill D. Sweet -- Shadeh / Rina Swentzell and Dave Warren. ¶


 ▶  16  505 0   Southern Plains dance : tradition and dynamics / Thomas W.
 Kavanagh -- Tonkonga : the Kiowa Black Legs military society / William C.
 Meadows and Gus Palmer, Sr. -- Northern Plains dance / Lynn F. Huenemann -- The
 sun dance / Arthur Amiotte -- Stoney / Fred Nahwooksy -- Contemporary Alaska
 native dance : the spirit of tradition / Maria Williams -- Dance rattles of the
 northwest coast / Mary Jane Lenz -- Modern native dance : beyond tribe and
 tradition / Rosalie M. Jones -- Cherokee stomp dance : laughter rises up /
 Rayna Green. ¶
 ▶  17  650  0  Indians ‡x Dance ‡x Exhibitions. ¶
 ▶  18  650  0  Indians ‡x Rites and ceremonies ‡x Exhibitions. ¶
 ▶  19  650  0  Indians ‡x Religion and mythology ‡x Exhibitions. ¶
 ▶  20  610 20  National Museum of the American Indian (U.S.) ‡x Exhibitiions. ¶
 ▶  21  700 10  Heth, Charlotte. ¶
 ▶  22  710 20  National Museum of the American Indian (U.S.) ¶
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BEST COPY AVAILABLE

NATIVE AMERICAN DANCE: CEREMONIES AND SOCIAL TRADITIONS

CHARLOTTE HETH
GENERAL EDITOR

NATIONAL MUSEUM OF
THE AMERICAN INDIAN
SMITHSONIAN INSTITUTION
WITH STARWOOD PUBLISHING, INC.
WASHINGTON, DC

4. 13

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1. Indians — Dance — Exhibitions. 2. Indians — Rites and ceremonies — Exhibitions. 3. Indians — Religion and mythology — Exhibitions. 4. National Museum of the American Indian (U.S.) — Exhibitions. I. Heth, Charlotte. II. National Museum of the American Indian (U.S.)
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Fred Nahwooksy: Project Developer
Charlotte Heth: General Editor
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The National Museum of the American Indian, Smithsonian Institution, is dedicated to working in collaboration with the indigenous peoples of the Americas to foster and protect native cultures throughout the Western Hemisphere. The museum's publishing program seeks to augment awareness of Native American beliefs and lifeways and to educate the public about the history and significance of native culture.

COVER. *Comanche tosa coby (white-face) dancer John Keel at the Vietnam Veterans Annual, Anadarko, Oklahoma, May 1992. His arrangement of eagle feathers, face-paint design, animal-skin headgear, and dance style are evidence of the individual expression that continues to change within the context of Native American ceremonial and social traditions. See "Southern Plains Dance: Tradition and Dynamics," figure 126.*

HALF-TITLE PAGE: *A Kodiak Alutiiq Dancer uses a "Whistling Mask" for his courting song. See "Contemporary Alaska Native Dance: The Spirit of Tradition," figure 166.*

FRONTISPIECE: *Oqwa Pi, or Red Cloud (also known as Abel Sánchez), ca. 1899-1902 –1972 (San Ildefonso Pueblo), Tewa "Comanche" Dance, graphite and watercolor on paper, 142.8 x 181.5 cm. National Museum of the American Indian, Smithsonian Institution, no. 22.8606. This social-parody dance—in which Tewas dress as Plains Indian warriors and dance to the accompaniment of songs containing a few Comanche words—is discussed in "The Beauty, Humor, and Power of Tewa Pueblo Dance."*

ILLUSTRATION p. vii: *San Carlos Apache dancers at the Gallup Ceremonial, New Mexico, 199*

ILLUSTRATIONS pp. viii, xi: *A fancy dancer and dance regalia at the Keepers of the Western Door Powwow, St. Bonaventure University, New York, July 1992*

ILLUSTRATION p. 184: *Grass Dancer, Keepers of the Western Door Powwow, St. Bonaventure University, New York, July 1992*

B. Headings

After the appropriate main and added entries have been chosen the names must be formed into a heading. Once the decision is made about the form of the name, the same form of name is used for every work by or about that person, corporate body, or geographic place. This is a long standing practice in libraries. It is this consistent heading that brings together in one place in the catalog all of the works using that heading. This is the gathering function of the catalog.

There are three steps to forming the heading: 1) choose the name that will be the basis for the heading, 2) decide which part of the chosen name is to be the entry or filing element, and 3) make references from different names or from different parts of the chosen name.

1. Personal Names

The rules guide the cataloger to use the name by which a person is commonly known as the basis for the heading. This means that the way the name appears on the chief source of information is to be used when you establish the name the first time in your library. Simply take the name as it appears on the chief source of information and enter it surname first, followed by forenames and/or initials. After the name is established, you check the name authority file in the library for the form of the heading and always use it the same way.

But there are some problems. Personal names often appear on items in different ways. An author may not always include a middle initial or he or she may create one or more pseudonyms for use. Some authors have compound surnames and others have a surname with a prefix. Then there are those who have no surnames. Other problems stem from dual roles that a person may have. The president or a governor will have a heading formed for official works that is different from the heading for personal works. There are also many common names which may conflict in your local catalog. If the person is not primarily known as a creator of published works, the cataloger uses reference books to help determine the most commonly known form of the name. The rules give excellent examples which should be used to help decide which part of the chosen name is to be used as the entry element. The rules also guide you about titles of nobility, entry under given name, entry of Roman names, and entry under initials, letters, numbers, or phrases. Here are several examples to clarify some of the problems with personal name headings.

No surname. Use the name by which he or she is identified in English-language reference sources.

Saint Dominic	not	San Domingo
White Antelope		

Several forms of a name. Choose the predominant form of the name or the latest form of the name.

Bob Hope	not	Leslie Townes Hope
Muhammad Ali	not	Cassius Clay
Helen Hardin	not	Tsa-sah-wee-eh
	not	Little Standing Spruce

One pseudonym. Use the pseudonym. Make a reference from the real name if you know it.

Martin Ross	not	Violet Frances Martin
Woody Allen	not	Allen Stewart Konigsberg

More than one pseudonym. If the person uses more than one pseudonym and/or the real name, choose the one that predominates.

Agatha Christie	not	Agatha Mallowan
	not	Mary Westmacott
Gore Vidal		
BB		

But, if the person has published groups of works under one name and groups of works under another name use each as appropriate.

Lewis Carroll	[works for children]
Charles Lutwidge Dodgson	[works for adults]

No one name is predominant. Use each of the names as the basis for the heading for works published under it.

King of the castle / Eleanor Hibbert
Bride of Pendorric / Victoria Holt
Daughter of Satan / Jean Plaidy
Lion triumphant / Philippa Carr
Danse macabre / Kathleen Kellow

Eleanor Hibbert is the real name; the others are pseudonyms.

Compound surname. Enter the heading under the first element of a hyphenated surname. For names of married women with unhyphenated surnames, enter under the husband's surname.

Wilder, Laura Ingalls
Williams-Ellis, Amabel

If the woman's language is Spanish, enter under the first element of the surname.

Molina y Vedia de Bastianini, Delfina

Separately written prefixes. These names come in a wide variety. They are based on the language of the person. For those writing in English, enter under the prefix.

De Morgan, Augustus
De la Mare, Walter
Du Maurier, Daphne
L'Amour, Louis
Van Buren, Martin

If the language is Spanish, and the prefix is only an article, enter the heading under the article.

Las Heras, Elvira

Otherwise, enter the heading under the part following the prefix.

Casas, Bartolomé de las
Río, Antonio del

Additions. These are made to names when there is a conflict in the catalog and the names need to be distinguished. The most common way to distinguish is by adding a person's birth and/or death dates when these are known.

Smith, John, 1924-	[living person]
Smith, John, 1937-1896	[both dates known]
Smith, John, d.1859	[year of birth unknown]

If part or all of a name is represented by initials, add the spelled out form in parentheses if it is known.

Smith, Russell E. (Russell Edgar)
H.D. (Hilda Doolittle), 1886-1961

3. Geographic Names

There are several points in the catalog where geographic names are needed: (1) to distinguish between corporate bodies with the same name, (2) as additions to conferences and other names, (3) as headings for governments.

Use the form of name of a place found in current English language gazetteers and atlases. If two or more places have the same name, add to each the name of the appropriate larger place in which it is located. Use standard abbreviations for the names of the larger places. When the place name is being used as entry element in the heading, make the addition in parentheses.

Republican Party (Calif.)
Republican Party (Mo.)
Conference on the Problems of the Rain Forest (1988 : San Francisco, Calif.)
Norway
Oklahoma
Budapest (Hungary)
St. John's College (Santa Fe, N.M.)
Paris (Tex.)
Paris (France)

4. Headings for Corporate Bodies

The form of name for a corporate body is determined from works issued by the body or from references sources. Enter the body directly under its own name unless it is subordinate to a higher or related body.

American Library Association
Desert Chorale
University of New Mexico
University of New Mexico. College of Education
United States. Division of Wildlife
United States. Supreme Court

As noted above, names of corporate bodies may need additions to distinguish identical places.

National Gallery (United States)
National Gallery (South Africa)
Champaign (Ill. : City)
Champaign (Ill. : County)

C. Uniform Titles

A uniform title is a title which brings together entries for different publications of the same work, when those publications have been published with different titles. The most common use of a uniform title in small public libraries is for children's works.

- Mother Goose
  - Rhymes from Mother Goose
- Robinson Crusoe
  - The life and adventures of Robinson Crusoe
- Arabian nights
  - The book of a thousand nights and a night
- Arabian nights
  - Stories from the Arabian nights

You will see uniform titles in MARC records for many other kinds of works. Unless you have a need for these in your catalog you can ignore them.

D. References for Name Authority Control

The common assumption that small catalogs are easier to search and do not need authority control is wrong. Even when all card sets come from the same source, local policies are still needed to integrate headings in a consistent manner. The deliberate ignoring of the reference structure that supports the use of names and subjects underlies the cause of many patron access difficulities. The need for authority control has also been questioned by libraries who have online catalogs. Keyword searching, right-hand truncation, Boolean searching, and other techniques designed for users of OPACS do not solve all the problems of authority control.

We want to increase the chances of the user finding what he or she wants from the catalog. How can users possibly think of all the variations in corporate or personal names or in titles? How can they know when to stop the search process? In the American cataloging tradition, this responsibility for effective communication between the catalog and a user rests with the catalog - that is, with the cataloger. The cataloger must keep track of these choices.

Authority work includes creating authority records, linking these records to a bibliographic file, and using and maintaining them. There are distinct places in the cataloging process where authority work is performed: (1) when describing the item, (2) when choosing main and added entries, (3) when forming main and added entries, (4) when choosing subject headings and (5) when integrating new records into an existing authority file.

As you learned earlier, one form of a name to be used as an access point in the catalog must be chosen as the authoritative one. The name chosen must be linked by references to those that are not preferred as the authority. Of course you will have done some research in making the final decision about the choice of the name. For instance, how is the name given in the *Encyclopedia Brittanica* or in *Webster's Biographical Dictionary*? A good rule is to check in three places and use the form of the name that is most frequently cited. Record the information you need on a 3 x 5 inch card and file these in alphabetical order in a separate drawer of the catalog. Other information that is useful includes dates of birth and death, occupation, nationality, and the titles of some works by the author.

There are three types of relationships between authority records and catalog records.

1. Completely separate files. Catalogers must consult the authority file for appropriate headings they want to establish.
2. The catalog functions as the authority file. Changes are made to headings and all cross references in the catalog.

3. Direct electronic link. Both the authority file and the catalog contain links to each other. When a heading in the authority file is used in the online catalog, a link is made from the authority record to all appropriate records in the catalog. When a change is needed only the authority file record is changed. The network of links is used to make the corresponding changes in the catalog automatically by computer programs.

References are not included in the card sets from other sources. They are always created at the local library. However, the standard tools contain instructions about making references. AACR2R instructs the cataloger to make references at certain points in the rules and other references are made as needed. References for subject headings are explained in Sears and examples are given later in this manual for that part of the process. It is essentially the same process for names or subjects. References are made only to a heading used as an access point. References made to headings not used are called blind references because they direct a user to something that cannot be seen.

The types of references are 1) see references, 2) see also references, 3) name-title references, and 4) general or explanatory references. In many online catalogs the terms used are slightly different, but the function remains the same. Some of the newer terms are **search under**, **search also under**, or **related information may be found under**. The following examples indicate how the references in the catalog for personal names, corporate names, and geographic names appear to the user.

EXAMPLE

Different Names. Used when a person has used a name different from that chosen for the heading.

Sklodowska-Curie, Maria, 1867-1934
see
Curie, Marie, 1867-1934.

Quakers
see
Society of Friends

Different forms of the Name. Used when a person has used a form of the names that is different from that chosen for the heading.

Ruth, George Herman, 1895-1948
see
Ruth, Babe, 1895-1948.

Religious Society of Friends
see
Society of Friends

Different Entry Elements. Used when any element of a name may be where a user would look.

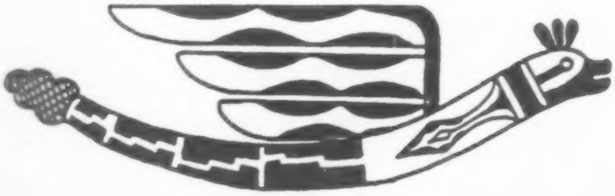
Buren, Ariane van
see
Van Buren, Ariane.

See Also References. Used when a person is entered under two headings according to the rules (two pseudonyms or a real name and a pseudonym).

Baker, Ray Stannard, 1870-1946
see also
Grayson, David, 1870-1946.

Grayson, David, 1870-1946.
see also
Baker, Ray Stannard, 1870-1946.

Freemasons
see also
Royal and Select Masters
Scottish Rite (Masonic order)



England
see also (for 1536-1705)
England and Wales
and (for 1706 to date)
Great Britain

[Note: Although United Kingdom is the AACR2R form of the United Kingdom of Great Britain and Northern Ireland, libraries in Britain and the Library of Congress continue to use Great Britain. Other libraries must make a choice and refer from the other forms.]

General References. These are provided when more information is needed for guidance than the above types can give.

Hunter, Evan, 1926-
For works of this author written under pseudonyms,
see
Collins, Hunt, 1926-
McBain, Ed, 1926-
Marsten, Richard, 1926-

General References. Rather than under each name with a prefix, this type of reference may be made to explain how names with the prefix are entered in the catalog.

Van
Some names beginning with this prefix are also entered under the name following the prefix (e.g., Beethoven, Ludwig van)

PART 5: SUBJECT ANALYSIS

Objectives

After completing this you will be able to:

1. State the purpose of subject analysis
2. List the steps in determining the subject of a work
3. Define specific and direct entry
4. Describe the process of verifying subject headings
5. Describe the process of verifying classification numbers

A. Overview of Subject Analysis

The subject analysis of library materials is a necessary and demanding function of the catalog. In order to answer the question, what does the library have on a given subject, two independent systems are used: subject headings and classification. Subject headings gather in one alphabetical place in the catalog all treatments of a subject regardless of the shelf location. Several subject headings can be used, but the physical work can only be in one place under one classification number. Classification determines the shelf arrangement of the materials. The classification number provides a broad subject arrangement so materials of like topics are brought together and users can browse through the shelves.

There are no rules like AACR2R to use as guidelines for assigning subject content. There are published lists and classification schedules. The two most commonly used lists for subject headings are *Sears List of Subject Headings* and *Library of Congress Subject Headings* (LCSH). LCSH is used more frequently by large libraries with research collections or special libraries of all sizes; the Sears list is used by smaller public and school libraries. While each list contains classification numbers for many headings, neither is directly related to a classification scheme. Many libraries use the combination of Dewey classification with LCSH. LSCH is currently published in four volumes and is updated annually. Many of the sources for cataloging data will include only LC subject headings. The MARC tapes may have Dewey classification as well as LC call numbers but rarely Sears headings. Smaller libraries need to be aware of this larger list and consult it for suggestions when Sears cannot cover the topic adequately for the local need. Terms in Sears are based on LCSH, but they are more current and have been simplified.

The two classification schemes used the most in the United States are Library of Congress Classification and Dewey Decimal Classification. The full edition of Dewey is used by large and small libraries. The abridged edition of Dewey is available for very small collections. The Library of Congress Classification is used in most of the large research libraries. Sears and Abridged Dewey are used in this manual.

It is possible for a library to develop its own subject heading list, but this is a demanding and costly task. The standard lists are by no means perfect, but their wide use does achieve a greater degree of uniformity than would otherwise exist.

Although there are no rules as such, there are several principles that are followed for creators of subject heading lists and for those who use them. These are given in more detail in Sears and other works on subject cataloging. Here is a summary of the most important ones.

1. Specific and Direct Entry

The guiding principle of subject heading work is that an item is entered directly under the most specific subject heading which accurately and precisely represents its content. The cataloger must choose headings that are neither too broad nor too narrow. If the work is about Bridges, it is not entered under the larger topic of Engineering.

2. Common Usage

The heading chosen must represent common usage for the users of a specific collection. This means in the United States we prefer American spelling to British spelling of the same term. We use only foreign terms that have been incorporated into the English language by long use. The popular or common term is used unless the collection is for scientific users. The heading, in wording and structure, should be that which the user will seek in the catalog, if we know or can presume what the user will look under.

3. Uniformity

One uniform term must be selected from several synonyms and this term applied consistently. When there are several meanings, qualifiers must be added to define the term.

4. Form Headings

Literary or artistic form of a work may be emphasized. **Essays**, **Poetry**, and **Fiction** are often needed. If the essays are by American authors only, then **American essays** would be used. Form headings are also used for works about the literary form itself. These are expressed in the singular when possible: **Essay**; **Short story**.

5. Related policies and practices

The policy of how subject analysis is to be treated in the library must be determined. Will all materials be assigned subject headings and classification numbers?

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How many subject headings will be used? It is not necessary to assign subject headings to all materials. Many libraries do not use them with works of fiction and easy books. However, the current trend in all sizes of libraries is to indicate the genre of fiction works. Others also assign at least one topical heading to fiction and easy books.

The number of headings assigned is related to the content of the items. There is a long standing guide that three specific headings are usually adequate, and if more subjects are in the work use a general heading that includes all the specific ones within it.

EXAMPLE

> The work is about lemons, oranges, and limes. Each of these is assigned as a subject heading. If the work is about more than three citrus products, assign the more general heading that includes them all - CITRUS FRUITS.

There is some evidence from the research literature that users seek both a specific and a general subject heading when searching online catalogs. The past practice has always been to follow the principle of direct and specific entry. This means to use only the specific headings and not also the general one(s) that relate(s) them. The reason for this was to keep the labor of creating and filing to a reasonable level. It also reduced bulk in the card catalog. Even in early forms of online catalogs, when space was very expensive, this was a concern. You can use both a general and specific heading to express a topic if there is a clear need in your library. But there is no end to this, and you will find yourself assigning headings forever. You will have to make a careful decision and apply it cautiously. Another reason for considering the maximum of three specific headings is that most works that do cover many topics are better analyzed at the more general level.

A subject heading is the word or phrase used to express the topic. It is placed above the main or author entry as an access point in the manual catalog. In the tracings, subject headings are given arabic numbers and they precede the name and title added entries given roman numbers.

EXAMPLE

Here is an example of a SUBJECT entry card:

GARDENING
635 Hogner, Dorothy Childs
HOG Gardening and cooking on terrace and patio / Dorothy
Childs Hogner; illustrations by Nils Hogner. — Doubleday,
1964.
179 p. : ill.

1. Gardening. I. Title.

B. Using Existing Catalog Copy

The determination of correct subject headings depends on the method of cataloging being used. Regardless of the source of the cataloging, you will need to choose which of the supplied subject headings are appropriate for your users and verify these with Sears and your catalog.

1. Carefully peruse the book in hand, checking first for CIP on the verso of the title page (occasionally, the CIP information will be found in other locations, such as the last page). If CIP is present, note the tracings given at the bottom of the information. The subject headings on CIP records are chosen from the LCSH and the LC children's list. Generally, the first heading given corresponds to the main topic of the book and also to the classification number chosen for the book. The headings on CIP must be compared to your copy of Sears. Select a Sears heading that matches the LC heading as closely as possible.

2. If you are using commercial card sets, you should have completed a profile that tells the company to choose Sears subject headings and Dewey classification numbers for your cards. The card set will have these headings on them when they arrive. Verify the headings with Sears.

3. If you are using copy of bibliographic data from a source such as the Wilson catalogs or *Booklist* described earlier, you will need to verify each heading and class number as well. If you are cataloging an older title and your source is the National Union Catalog or Cumulative Book Index you may have outdated subject headings and class numbers. These must be compared to Sears and Dewey and new ones assigned as needed.

4. If you have MARC records from BiblioFile or another source, you need to choose the correct headings from the tags in the group starting with the number 6xx (refer to the list of selected MARC tags for the different subject headings.)

5. If you are using Cardmaster Plus or another card production program, you

enter the subject headings at the terminal. The program will format the card sets properly. If you are typing card sets or typing headings on commercial card sets, you type the subject heading above the main entry line in all capital letters.

C. Verifying the Headings Chosen

Regardless of the source of cataloging, you will verify each heading in Sears to see if you already use that particular term. Each time you use a new subject heading, make a check mark beside it in your copy of Sears. Also note what references are recommended. If you need that reference, put a check mark by it and prepare a card with this information. Reference cards are not provided in sets which you buy because the local application differs from one library to another. References are very important for linking terms not used and terms related to one another. They guide the user from one subject heading to another in much the same manner as those you make for personal and corporate names. A discussion of the most important applications follows.

1. See reference

This type of reference connects terms not used to the valid subject headings used as access points. They are critical to the successful use of the catalog by staff and patrons. For example, if the work in hand is about marionettes, when you look up that term you find the correct subject heading to be **Puppets and puppet plays**.

You will file a card for this book with this subject heading in your catalog in alphabetical order, and for those users who may look up marionettes, file a reference card like this:

Marionettes
See
Puppets and puppet plays

The connections requiring see references in small catalogs are:

a. From synonyms
b. From the second part of a compound heading
c. From the second part of an inverted heading
d. From variant spellings
e. From opposites, even when only implied
f. From the singular to the plural when they file far apart

2. See also references

These guide the user to other headings that are used and are related to the subject being searched. Clearly the collection must have works on these topics to avoid blind references. The see also references often needed in small libraries are:

a. From general to more specific parts of the subject.

(For example from **Science** to **Mathematics**; **Mathematics** to **Arithmetic**; **Arithmetic** to **Business Arithmetic**.)

b. Between related subjects of more or less equal specificity.

(For example from **Drawing** to **Painting**.)

3. General references

General references are made to connect all headings of a particular group.

a. Common names of different species of a class
b. Names of individual persons in fields of work
c. Names of institutions, buildings, societies
d. Names of particular geographic features

Take care when reading the reference structure in the list and note the differences between how terminology is used in the list and in the catalog. There are clear instructions in the introduction showing how references appear in the list compared to how they appear in the catalog.

During the verification process you may determine that changes need to be made to the headings assigned. Language changes constantly. New discoveries in science and technology require new terms; older terms in the social sciences and humanities need updating. There are many questions to consider. How can we cope with the changes in language? What guidelines are used for adding new terms to a list? What happens to the old term when a new one replaces it?

If a term is incorrect, no longer in use, becomes pejorative or biased, change it and change all the old entries. Change all the references as well. If this is not feasible, because of the lack of labor, time, and money then make see also references to link the terms. When you stop using an old term add a date when this was done to the general reference in the catalog.

Sometimes it is necessary to add topics of very current interest which have not yet appeared in Sears. Contemporary words are not added to a list until they have become stable. New terms may not stay around for long and other terms for the new subject will be contenders. Checking for the new terms in current periodicals and reference tools is essential. If you add a new term, write it in the list and make a note about the source for the term. This is a still a tentative addition, and you must check new editions of Sears to see if the new term or one related to it has been authorized and adjust your records accordingly.

You may also need to indicate important chapters in books on subjects for which you have few materials. For example, a book on earth science may contain material on **Oceans, Earthquakes, Hurricanes**. If only the heading Earth was assigned in the cataloging copy you have, you can draw out these other aspects by including additional headings. You can also make a contents note in the description of the item.

The instructions in Sears for maintaining the subject authority and interpreting the references are excellent, and should be carefully followed. Here are copies of the pages from Sears that explain the checking and adding procedure.

CHECKING AND ADDING HEADINGS

See Sample Page opposite

1. *Check the subject heading used.* When the subject heading **Birds** is used for the first time, the cataloger places a check mark in front of it.

2. *Make and check "See" references to the heading.* The *x* terms under **Birds** are considered and the cataloger decides to make a reference from Bird and from Ornithology as suggested. Cards are made for the catalog reading: "Bird. See Birds" and "Ornithology. See Birds." The terms Birds and Ornithology are checked both in their alphabetic places in the List and in the *x* references under **Birds.**

3. *Make and check "See also refer from"* and *"See also" references to the heading.* The *xx* headings given under **Birds** are examined to see whether they have been used in the catalog. The heading **Vertebrates** has a check mark beside it showing that it has been used. The cataloger decides to place a reference in the catalog reading: "Vertebrates. See also Birds." It is recorded in the List:

   under **Birds,** in the *xx* paragraph, **Vertebrates** is checked
   under **Vertebrates,** in the *See also* paragraph, **Birds** is checked

   For purposes of this explanation, the assumption is made that **Zoology** has not yet been used.

4. *Adding headings to the List.* The library acquires material about ostriches. The term is not in the List but the directions given in the note under **Birds** tell the cataloger that the heading **Ostriches** may be added. It is written in the margin in its alphabetic place and checked. To the public catalog is added the reference: "Birds. See also Ostriches." It is recorded in the List:

   under **Birds,** to the *See also* paragraph is added, Ostriches, and checked
   under **Ostriches,** is added, *xx* **Birds,** and checked

   The library acquires material on birds in Maine. Following the permission given with the heading **Birds,** "(May subdiv. geog.)," the cataloger uses the heading, **Birds—Maine,** writing it in the margin in its alphabetic place and checking it. Since the library has very little material about this region, it is decided to make a reference for the catalog reading, "Maine—Birds. See Birds—Maine." This reference is added also to the List and traced under the new heading by adding *x* Maine—Birds.

5. *Canceled subjects* If all entries for a subject are withdrawn from the catalog, turn to the subject heading in the List, find what references have been made and remove them (if they are unique references) or cancel the heading (if the references are valid for other headings). At the same time, erase or cross off the check marks in the List to show that the subject and its references are not now used.

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SAMPLE PAGE OF CHECKING

Abbreviated entries taken from various pages of the Sears List. A check (✓) indicates that the heading or reference has been used in the library's catalog. The marginal notes show how subjects may be added when needed.

✓**Birds** (May subdiv. geog.) **598**
Names of all birds are not included in this List but are to be added as needed, in the plural form, e.g. **Canaries; Robins;** etc.
See also classes of birds, e.g. **Birds of prey; Cage birds; Game and game birds; State birds; Water birds;** etc.; and names of specific birds, e.g. **Canaries; ✓Peacocks; Robins;** etc. — ✓Ostriches
x ✓Bird; ✓Ornithology
xx ✓**Vertebrates; Zoology**

Birds in literature 809
See also **Bible—Natural history**
xx **Nature in literature** — ✓Birds—Maine
x Maine—Birds
Birds—Marking. *See* **Birdbanding**

Mail systems, Electronic. *See* **Electronic mail systems** — ✓Maine—Birds. See Birds—Maine
Mainstreaming in education 371.9

Ornamental plants 635.9; 715
x Plants, Ornamental
xx **Flower gardening; Landscape gardening; Plants, Cultivated; Shrubs**
✓Ornithology. *See* **Birds**
Orphan drugs 615
Use for materials on drugs that appear to be useful for the treatment of rare disorders but owing to their limited commercial value have difficulty in finding funding for research and marketing.
x Drugs, Orphan; Nonprofitable drugs
xx **Drugs**

Osteopathy 615.5
See also **Chiropractic; Massage**
xx **Alternative medicine; Massage** — ✓Ostriches
xx ✓Birds
Ostrogoths. *See* **Teutonic peoples**

Versification 808.1
See also **Poetry; Rhyme**
x English language—Versification; Meter; Prosody
xx **Authorship; Poetics; Rhythm**
✓**Vertebrates 596**
See also **Amphibians; ✓Birds; Fishes; Mammals; Reptiles**
xx **Animals; Zoology**

EXERCISES 11 THROUGH 16 (PART 5)

VERIFYING AND ADJUSTING SUBJECT HEADINGS

INSTRUCTIONS: Use the sources of information and MARC records in Exercises 11 through 16. Examine each of the subject headings. Verify the headings in Sears and adjust as necessary. Check your work with the answer key.

Exercise 11	The lost children
Exercise 12	The concise AACR2
Exercise 13	Desert Tiger
Exercise 14	Spike Lee
Exercise 15	La Tierra Amarilla
Exercise 16	Native American dance

OCLC MARC Record

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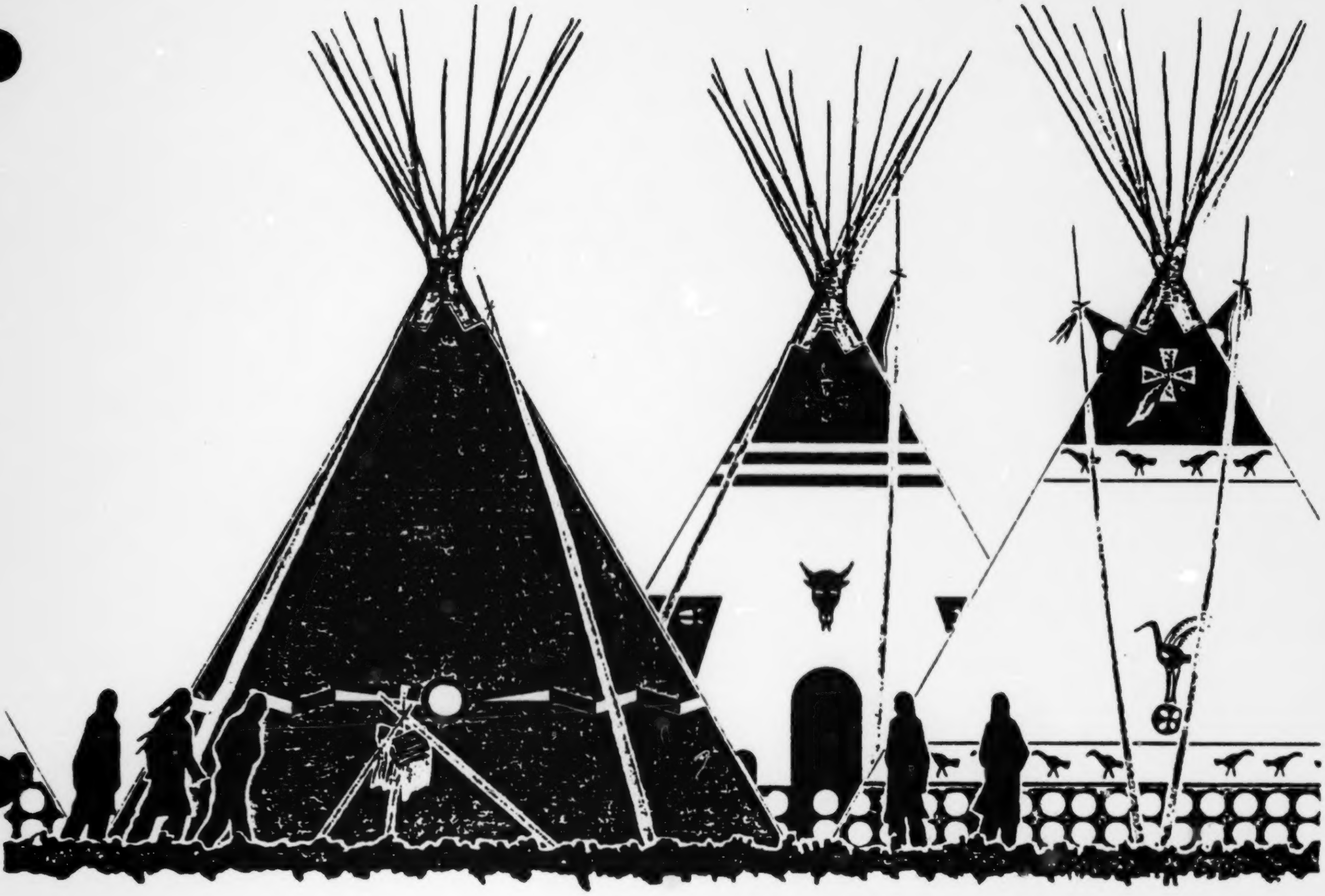
Indx: 0          Mod rec:           Govt pub:               Cont:
Desc: a           Int lvl: j         Festschr: 0             Illus: a
                  F/B:     0         Dat tp:   s             Dates: 1993,
   1  010      91-44283/AC
   2  040      DLC ‡c DLC
   3  020      0027365557 (recycled paper) : ‡c $14.95 ($19.50 Can.)
   4  043      np----- ‡a n-cnp--
   5  050 00   E99.S54 ‡b G62 1993
   6  082 00   398.21/0899736 ‡a E |2 20
   7  090      |b
   8  049      OKUA
   9  100 1    Goble, Paul.
  10  245 14   The lost children : ‡b the boys who were neglected / ‡c story
and illustrations by Paul Goble.
  11  250      1st ed.
  12  260      New York : ‡b Bradbury Press ; ‡a Toronto : ‡b Maxwell Macmillan
Canada ; ‡a New York : ‡b Maxwell Macmillan International, ‡c c1993.
  13  300      1 v. (unpaged) : ‡b col. ill. ; ‡c 25 cm.
  14  520      A Blackfoot Indian legend in which six neglected orphaned
brothers decide to go to the Above World where they become the constellation of
the "Lost Children," or Pleiades.
  15  650  0   Siksika Indians ‡x Legends.
  16  650  0   Stars ‡x Folklore.
  17  650  1   Siksika Indians ‡x Legends.
  18  650  1   Indians of North America ‡x Legends.
  19  650  1   Stars ‡x Folklore.
```



THE LOST CHILDREN

the boys who were neglected

story and illustrations by
PAUL GOBLE

Bradbury Press · New York
Maxwell Macmillan Canada · Toronto
Maxwell Macmillan International
New York · Oxford · Singapore · Sydney

5. 11

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ISBN 0-02-736555-7
1. Siksika Indians—Legends. 2. Stars—Folklore. [1. Siksika Indians—Legends. 2. Indians of North America—Legends. 3. Stars—Folklore.] I. Title.
E99.S54G62 1993
398.21'0899736—dc20 91-44283
[E]

for my son, Robert, with all my love

REFERENCES: Ella C. Clark, *Indian Legends from the Northern Rockies*, University of Oklahoma Press, Norman, 1966; George B. Grinnell, *Blackfoot Lodge Tales*, Charles Scribner's Sons, New York, 1892; Adolph Hungry Wolf, *The Blood People: A Division of the Blackfoot Confederacy*, Harper and Row, New York, 1977; *Painted Tipis by Contemporary Plains Indian Artists*, Indian Arts and Crafts Board of the US Department of the Interior, Anadarko, 1973; Robert Lowie, *Myths and Traditions of the Crow Indians*, Anthropological Papers of the American Museum of Natural History, Vol XXV, New York, 1918; Museum of the Rockies, *Blackfoot Tipis: Design and Legend*, Bozeman, 1976; Walter McClintock, *The Old North Trail; Life, Legends and Religion of the Blackfeet Indians*, Macmillan, London, 1910, Stith Thompson, *Tales of the North American Indians*, Indiana University Press, Bloomington, 1929; Robert N. Wilson, "Blackfoot Star Myths: The Pleiades," *The American Antiquarian and Oriental Journal*, No 15, 1893; Clark Wissler, *Star Legends Among the American Indians*, American Museum of Natural History Guide Leaflet Series, No 91, New York, 1936; Clark Wissler and D. C. Duvall, *Blackfoot Mythology*, Anthropological Papers of the American Museum of Natural History, Vol II, New York, 1908.

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Several steps were taken to make this an environmentally friendly book. The paper is made from not less than fifty-percent recycled fibers. The inks used are vegetable oil-based. Finally, the binders board is one-hundred-percent recycled material.

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THE CONCISE AACR2

A10109 342904

1988 revision

prepared by

Michael Gorman

Chicago: American Library Association
Ottawa: Canadian Library Association 1989
London: The Library Association

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CANADIAN LIBRARY ASSOCIATION
200 Elgin Street, Ottawa, Ontario K2P 1L5
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ISBN 0-8389-3362-9 (alk. paper)
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Z694.15.A56G67 1989 89-15110
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93 92 91 90 89 6 5 4 3 2 1

OCLC MARC Record

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 Indx: 1          Mod rec:            Govt pub:               Cont:
Desc: a           Int lvl: /          Festschr: 0             Illus:
                  F/B:      0         Dat tp:   s             Dates: 1989,
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   2  040      DLC ǂc DLC
   3  020      0838933629 (alk. paper)
   4  050 00   Z694.15.A56 ǂb G67 1989
   5  082 00   025.3/2 ǂ2 20
   6  090      ǂb
   7  049      OKUA
   8  100 1    Gorman, Michael, ǂd 1941-
   9  245 14   The concise AACR2, 1988 revision / ǂc prepared by Michael
Gorman.
  10  260      Chicago : ǂb American Library Association, ǂc 1989.
  11  300      xi, 161 p. ; ǂc 23 cm.
  12  500      Includes index.
  13  630 00   Anglo-American cataloguing rules.
  14  650  0   Descriptive cataloging ǂx Rules.
  15  730 01   Anglo-American cataloging rules (2nd ed., 1988 revision)
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OCLC MARC Record

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▶   3  020      0874041872 ¶
▶   4  092      978 ‡b T355m, no.97 ¶
▶   5  090      E470.9 ‡b .T452 1992 ¶
▶   6  092      ‡b  ¶
▶   7  049      NMSM ¶
▶   8  100 1    Thompson, Jerry D. ¶
▶   9  245 10   Desert tiger : ‡b Captain Paddy Graydon and the Civil War in the
Far Southwest / ‡c by Jerry D. Thompson. ¶
▶  10  250      1st ed. ¶
▶  11  260      El Paso : ‡b Texas Western Press, University of Texas at El
Paso, ‡c c1992. ¶
▶  12  300      86 p. : ‡b maps ; ‡c 23 cm. ¶
▶  13  490 1    Southwestern studies series ; ‡v no. 97 ¶
▶  14  504      Includes bibliographical references (p. 65-86). ¶
▶  15  651  0   New Mexico ‡x History ‡y Civil War, 1861-1865. ¶
▶  16  600 10   Graydon, James, ‡d 1832-1862. ¶
▶  17  651  0   Southwest, New ‡x History ‡y Civil War, 1861-1865. ¶
▶  18  651  0   United States ‡x History ‡y Civil War, 1861-1865 ‡x Cavalry
operations. ¶
▶  19  740 01   Captain Paddy Graydon and the Civil War in the Far Southwest. ¶
▶  20  830  0   Southwestern studies (El Paso, Tex.) ; ‡v no. 97. ¶
```

DESERT
CAPTAIN PADDY GRAYDON
TIGER
and the Civil War in the Far Southwest

by

Jerry D. Thompson

Texas Western Press

THE UNIVERSITY OF TEXAS AT EL PASO

SOUTHWESTERN STUDIES SERIES NO. 97

5. 17

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—PEOPLE TO KNOW—

SPIKE LEE

Filmmaker

Bob Bernotas

ENSLOW PUBLISHERS, INC.
Bloy St. and Ramsey Ave.
Box 777
Hillside, N.J. 07205
U.S.A.

P.O. Box 38
Aldershot
Hants GU12 6BP
U.K.

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OCLC MARC Record

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▶  10  245 10   Spike Lee : ‡b filmmaker / ‡c Bob Bernotas. ¶
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▶  19  650  0   Motion picture producers and directors ‡z United States ‡x
Biography ‡x Juvenile literature. ¶
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LA TIERRA AMARILLA

Its History, Architecture, and Cultural Landscape

By Chris Wilson and David Kammer

Foreword by Robert Torrez
Preface by Thomas Merlan

Principal photography by Chris Wilson

Museum of New Mexico Press, Santa Fe

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Frontispiece: Looking east over Los Ojos to the Brazos Peaks.

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NATIVE AMERICAN DANCE: CEREMONIES AND SOCIAL TRADITIONS

CHARLOTTE HETH
GENERAL EDITOR

NATIONAL MUSEUM OF
THE AMERICAN INDIAN
SMITHSONIAN INSTITUTION
WITH STARWOOD PUBLISHING, INC.
WASHINGTON, DC

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The National Museum of the American Indian, Smithsonian Institution, is dedicated to working in collaboration with the indigenous peoples of the Americas to foster and protect native cultures throughout the Western Hemisphere. The museum's publishing program seeks to augment awareness of Native American beliefs and lifeways and to educate the public about the history and significance of native culture.

COVER: *Comanche tosa coby (white-face) dancer John Keel at the Vietnam Veterans Annual, Anadarko, Oklahoma, May 1992. His arrangement of eagle feathers, face-paint design, animal-skin headgear, and dance style are evidence of the individual expression that continues to change within the context of Native American ceremonial and social traditions. See "Southern Plains Dance: Tradition and Dynamics," figure 126.*

HALF-TITLE PAGE: *A Kodiak Alutiiq Dancer uses a "Whistling Mask" for his courting song. See "Contemporary Alaska Native Dance: The Spirit of Tradition," figure 166.*

FRONTISPIECE: *Oqwa Pi, or Red Cloud (also known as Abel Sánchez), ca. 1899-1902 –1972 (San Ildefonso Pueblo),* Tewa "Comanche" Dance, *graphite and watercolor on paper, 142.8 x 181.5 cm. National Museum of the American Indian, Smithsonian Institution, no. 22.8606. This social-parody dance—in which Tewas dress as Plains Indian warriors and dance to the accompaniment of songs containing a few Comanche words—is discussed in "The Beauty, Humor, and Power of Tewa Pueblo Dance."*

ILLUSTRATION p. vii: *San Carlos Apache dancers at the Gallup Ceremonial, New Mexico, 1990*

ILLUSTRATIONS pp. viii, xi: *A fancy dancer and dance regalia at the Keepers of the Western Door Powwow, St. Bonaventure University, New York, July 1992*

ILLUSTRATION p. 184: *Grass Dancer, Keepers of the Western Door Powwow, St. Bonaventure University, New York, July 1992*

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▶  15  505 0    American Indian dance : a celebration of survival and adaptation
/ Charlotte Heth -- Inside the longhouse : dances of the Haudenosaunee / Ron
LaFrance -- Dancing the cycles of life / Linley B. Logan -- The fiesta : rhythm
of life in the Sierras of Mexico and the Altiplano of Bolivia / Nancy Rosoff
and Olivia Cadaval -- Zapotec dances and music from the northern Sierra of
Oaxaca / Manuel Rios Morales -- The music and dance that nourishes and gladdens
the deities of the Tzotziles and Tzeltales / Jaime Torres Burguete -- The
Aymara fiesta : linking community realities / Tom'as Huanca Laura -- White
Mountain Apache dance : expressions of spirituality / C'ecile R. Ganteaume --
The crown dance / Edgar Perry -- The beauty, humor, and power of Tewa Pueblo
dance / Jill D. Sweet -- Shadeh / Rina Swentzell and Dave Warren. ¶



▶  16  505 0   Southern Plains dance : tradition and dynamics / Thomas W.
Kavanagh -- Tonkongas : the Kiowa Black Legs military society / William C.
Meadows and Gus Palmer, Sr. -- Northern Plains dance / Lynn F. Huenemann -- The
sun dance / Arthur Amiotte -- Stoney / Fred Nahwooksy -- Contemporary Alaska
native dance : the spirit of tradition / Maria Williams -- Dance rattles of the
northwest coast / Mary Jane Lenz -- Modern native dance : beyond tribe and
tradition / Rosalie M. Jones -- Cherokee stomp dance : laughter rises up /
Rayna Green. ¶
▶  17  650  0  Indians ‡x Dance ‡x Exhibitions. ¶
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▶  19  650  0  Indians ‡x Religion and mythology ‡x Exhibitions. ¶
▶  20  610 20  National Museum of the American Indian (U.S.) ‡x Exhibitiions. ¶
▶  21  700 10  Heth, Charlotte. ¶
▶  22  710 20  National Museum of the American Indian (U.S.) ¶
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D. Assigning Subject Headings

When you have no source of cataloging copy from which to work, you create original cataloging. Because you have described the work according to the rules in AACR2R, you are already very familiar with its content. What remains is assigning subject headings and class numbers based on your own analysis and interpretation. The policies about subject analysis for your library apply to original work as well.

1. The subject cataloger begins by determining the subject of the material and the purpose for which it was produced. You will make decisions about subject headings and classification together. Knowledge of one leads to the other, and the use of both tools for one purpose is more efficient. Dewey classification numbers are included in Sears and the relative index in Dewey gathers otherwise scattered subjects together. Both of these are helpful in guiding you to possible choices.

Examine the item closely. The title may not reflect the content of the work.

EXAMPLE

Hope for the Flowers.

This title is for a work on self-image, perception, lifestyle, and interpersonal relationships.

For books, the cataloger must rely on other parts of the item, such as the table of contents, preface, introduction, and index terms. For nonbook items, examine the container, the label, guides, etc. You may need to view or listen to parts of it. If you are still uncertain about the subject, outside references may be needed. These are dictionaries, encyclopedias, and specialized reference works that help you understand an unfamiliar topic. After you have some idea of the subject, you state this in your own words using terms from the work.

2. The next step is to convert your words to the subject headings used in Sears. The subject headings chosen must be inclusive and unambiguous and must cover the whole of the topic. When the list provides more than one way to express the subject, you consider the reader's point of view, age, background, and education.

Here is an example to follow using Sears. You have determined that you have a book about dancing and you turn to the entry for the term **Dancing**.

EXAMPLE

Dancing (May subdiv. geog.) **792.8; 793.3**
See also **Aerobics; Dance music;** also types of
dances and dancing, e.g. **Ballet; Break dancing;**
Folk dancing; Modern dance; Tap dancing; etc.
x Dance
xx **Amusements; Etiquette; Performing Arts**

If you have used the subject heading **Dancing** before, it will have a check mark in front of it in your Sears list. If this is the first time you are using **Dancing**, you will make a check mark in Sears. The suggested Dewey classification numbers are either 792.8 or 793.3. Consulting these numbers in Dewey will give you additional terms to think about. You will classify the work later.

According to Sears, for items on related subjects a user can look in your catalog under Aerobics or Dance Music. If this is so in your catalog, Aerobics and Dance Music will be checked in your Sears list. If you do not have these headings checked, do not make cards for them, because you will send your users to terms that have not been assigned to items.

In Sears, there is a statement that directs you to make subject headings for types of dances and dancing. Use these subject headings if they are appropriate and are already in the catalog, or if you wish to put them in for the first time.

The list also suggests that this topic is often used with a subdivision for geographic place. This is shown by the phrase "May subdiv. geog." in conjunction with a valid term. If your book about dancing is restricted to a geographic place, such as New Mexico, you may want to subdivide this topic in your catalog. However, you must consult the catalog to see how many items have been assigned any heading you think you want to subdivide. If there are so few entries that subdivision is unnecessary, then it is best to leave the topic undivided.

The term Dance with a single "x" is in light type. This means that this term is not a valid subject heading in Sears. Therefore, no subject cards will exist using this term. It is quite likely that someone will look in your catalog under Dance so you make a reference card and file it in the catalog that directs the user from the term Dance to the correct term **Dancing**.

EXAMPLE

Dance
See
Dancing

The Sears list also indicates, **Amusements; Etiquette; Performing Arts** in bold print and the symbol "xx". These three headings are valid subject headings in the list. Therefore, if you have any of these in your catalog as indicated by check marks in your list, you make reference cards that link the terms as follows. You are providing the users with more options when you tell them there are headings which you have used for other items.

EXAMPLE

Amusements
See also
Dancing

Etiquette
See also
Dancing

Performing Arts
See also
Dancing

Note that in the Sears list as well as in tracings the words used as subject headings are in lower case type. When they are used as access points in the catalog, they should be in upper case type.

Here is another example to follow in Sears. You have a filmstrip about gorillas. You look up gorillas in Sears and find nothing listed. What is the broader heading for this term? Animals. In Sears, there are several directions under the term Animals and one of these directs you to enter works under the "names of individual animals,, e.g. Monkeys, etc.". If the filmstrip is really about many kinds of animals in Africa, give the heading **Animals—Africa**.

If you have used the term **Gorillas** before, it will have been written on the page for the heading **Animals** and in its alphabetical place and have a check mark in front of it. If this is the first time you are using the term, you will write it in on this page and in its appropriate alphabetic place. The sample pages about checking from the Sears list are guides to this process. Rather than writing in every proper and common name you use, you can consult the catalog in your library each time as the authority for what headings have been added by the cataloger.

Many headings must be added by the cataloger without any direction from the list. The names of animals, flowers, tools, sports, and other common names are of this type. These instructions are given in the introduction to Sears. Comprehension of the introductory material in Sears and Dewey is essential to the proper use of the tools. It is strongly recommended that the person doing the subject cataloging spend enough time studying these materials to be able to follow them consistently. Practice and experience help.

E. Structure and Format of Sears

As you can see from the examples used earlier, there are structural devices in the list which guide the user. An entry in the list for a subject heading may include the following parts:

Subject heading
    Note qualifying, limiting, explaining, etc. the term
    Terms listed to which see also refs may be made
    Terms listed from which cross refs are to be made (x terms)
    Terms listed from which see also refs may be made (xx terms)

The primary devices are summarized below.

1. Valid subject headings in boldface type.
2. Limitations or qualifications for some headings are given in a note under the heading to which the information applies.
3. Terms that are to be used with most headings as subdivisions are given under the heading in the list.
4. Terms that are that are commonly used as subdivisions are given in a separate list. These are added by the cataloger as appropriate.
5. Subject headings that are not to be used, have a **see** reference to the one that is to be used.
6. Subject headings that are related, have a **see also** reference between them.
7. Categories of proper and common names that the cataloger may add are given in a separate list.

8. Key headings that are used as patterns for establishing similar subdivisions are given in a separate list. The full display of each key heading is in its alphabetic place.

The grammar used in Sears follows the accepted practice for creating lists of this type. Understanding the most common word form used is a necessary part of learning to assign subject headings.

1. Single Noun

The ideal when the language supplies it. Choose from among several synonyms. Qualify different meanings. Distinguish singular and plural nouns.

Masks (Facial)
Masks (Plays)
Masks (Sculpture)
Painting (for works about the art of painting)
Paintings (for works with reproductions of the paintings)

2. Compound Headings

Closely related ideas which are treated together in published works. Usually two nouns joined by a conjunction.

Joy and sorrow
Strikes and lockouts

3. Adjective with Noun

Inversion is needed when the users will think first of the noun or to group several aspects of the topic together.

Normal word order.	**American literature**
Inverted word order.	**Education, Elementary**

4. Phrase Headings

Those formed with "in" and "of" are the most common, but other prepositions may be used. In addition, complex phrase forms exist. Most phrase headings are not very satisfactory and they need to be used with care.

Freedom of information
Information storage and retrieval systems
Motion pictures in education
Overland journeys to the Pacific

Subdivision of the main topic is a common device in all subject heading lists. Smaller libraries do not need as much subdivision as larger ones because there are fewer entries in the catalog for users to scan. However, many subdivisions are essential if the heading assigned is to be specific enough to cover the content the way it is treated in the item. The most useful subdivision applications in Sears are given below.

1. Topic by Subtopic

Before using a subdivision, check the subdivision at its alphabetic listing and read any notes pertaining to its use.

Physical form: **Music—Indexes**
Special aspect: **Art—History** or **Science—History**

2. Subject by Place

This is so common a method of treatment that most lists provide explicit directions for using it. Sears has never distinguished between Spanish art and "art in Spain". In large art collections, this is done by the cataloger. The cataloger always makes a judgment based on the materials in hand and the purpose and needs of the library.

If the library prefers geographic subdivisions for subjects that are not so indicated in the lists, they should be made. Prefer the direct place subdivision by using the name of the place discussed in the work directly after the topic.

3. Place by Subject

This subdivision is popular in fields of history, geography, politics, and the social sciences. Scope notes in the list help identify these. It takes practice to know how to apply these subdivisions. Local materials are often entered under the name of the locality with all aspects as subdivisions. Check the key headings (Chicago; Ohio; United States) for more guidelines.

F. Materials Needing Special Treatment

1. Biography

Use the heading Biography for works about biography as a literary form. A work of individual biography has the heading for the person with this name formed according to the rules in AACR2R. A topical heading may also be used if there is a substantial amount of information about the field as well as the person in the work. There is usually no heading given for an autobiography because it only repeats the main entry heading.

A work with two or three individual biographies gets a subject heading for each individual in proper AACR2R form. Collective biographies are works containing more than three biographies. Use the heading **Biography—Collections.**

Local biography is one limited by area, ethnic group, etc. **Gypsies—Biography** or **London—Biography.**

For a collective biography limited by occupation or profession or limited to a class or group which has no special term, use the topic and subdivide by form: **Engineers—Biography** or **Women—Biography.**

2. Language

The key language is English where you will find the range of subdivisions suitable to most other languages. A work about a specific language uses a direct subject heading for that language: **Navajo language**. A work that deals with a specific form or aspect of that language is given the appropriate subdivision: **Spanish language—Grammar.**

3. Bilingual Materials

Public and school libraries are concerned with providing multicultural access to the materials they collect. In this manual, we shall use Spanish examples, but you should realize that any cultural aspect can be treated in the same manner. Sears is available in a Spanish edition, *Sears lista de encabezamientos de materia*, that has excellent indexes from Spanish to English. You may also want to modify your Spanish headings to better fit your local needs. In this case, be sure to include these additions and changes in your subject authority file.

a. Items in Spanish

Include subject headings in both Spanish and English. It should be clear from the description that the item is in Spanish; if not, a note about the language should be made in the description. Adding the English subject headings provides access under that language. A book in Spanish about cats will get two headings

Gatos
Cats

b. Bilingual Items

Prepare subject headings in both languages. Again, it should be clear from the description that the item is in both languages. In addition to the topical headings, include the form headings for books and nonbook materials as appropriate:

Bilingual books—English-Spanish
Bilingual materials—English-Spanish

3. Literature

The key literature is English literature where you will find the range of subdivisions suitable to many other literatures.

Works about literature:

A work about a specific literary form uses that literary form as a subject heading

Drama
Poetry

A work about a specific literary form limited to a specific language shows that language and form.

Spanish drama

A work about the literature of a specific country gives the country in adjective form. This heading may be subdivided like the key literature.

Spanish literature

Literature by individual authors:

Literary works of individual authors are found by the author's name or the title of the work and are not usually given a subject heading.

Collections of literature:

Collections of literary works take a form heading.

Essays—Collections
Drama—Collections

Subject headings which indicate a collection of works must be differentiated from headings which are about the type of works.

A discussion of fiction	**Fiction**
A discussion of Russian fiction	**Russian fiction**
A collection of fiction	**Fiction—Collections**
A collection of Russian fiction	**Russian fiction—Collections**

Novels, plays, and poems that are based on historical events or on the lives of famous persons may have a subject entry, but this subject entry must be distinguished from the headings which are given to factual accounts of the same events or lives

World War II—France—Fiction
Nero, Emperor of Rome, 37-68—Fiction

EXERCISE 17 (PART 5)

ASSIGNING SUBJECT HEADINGS USING SEARS

INSTRUCTIONS: Determine the subject heading(s) that you would assign for each of the following problems. The statements represent the content of the work. Use Sears 14th edition.

1. Ann Landers talks to teens about drugs.
2. The poetic works of Elizabeth Barrett Browning.
3. A collection of six plays for children. Each play has a holiday theme.
4. Law in the American society.
5. The Doubleday pictorial library of man in society; patterns of organization.
6. Planting a peach orchard in Missouri.
7. Nurturing behavior of seals.
8. Common plants and animals of Canada.

G. Classification

Classification is the other part of subject analysis. Classification schemes were devised by librarians in order to organize knowledge so that it could be used by others. As knowledge grew, subjects of published works became more complex and specific. It is common in small libraries for catalogers to be faced with materials that require an understanding of classification.

The 12th Abridged Dewey is based on the 20th edition published in four volumes. It has an introduction, glossary, manual, tables, and schedules in one volume. The current editions contain revised schedules for Music (780) and a new schedule for Data Processing and Computer Science in 004-006. The class numbers in the abridged edition conform to the full edition, so that if a library outgrows the abridged, it can easily move to the larger work. It is also possible to use only portions from the full edition in areas where your collection has expanded and more detail is useful.

Dewey Decimal is the most widely used classification system in the United States and parts of Europe. Dewey numbers are present in most of the commercial cataloging sources. There is an office at the Library of Congress responsible for the inclusion of Dewey numbers in MARC records. It is reported that LC supplies Dewey numbers for virtually all titles in English and French. They also assign numbers to many records for audiovisual materials. However, it is the nonbook materials for which the small library will most likely have to create a class number.

A fundamental principle in Dewey is that the primary arrangement is by discipline. Any specific topic may be appropriate to several disciplines. It is the relative index that brings these various aspects of a topic together. A work is classified by determining the treatment of the topic in that particular item. The topic of marriage has ethical, religious, sociological, and legal aspects. The disciplines in Dewey that relate to this topic could be philosophy, religion, sociology, and law.

The schedules in the Dewey scheme are arranged in a hierarchy which divides all knowledge into ten main classes. Each class is divided into ten divisions and each division into ten sections. Summaries of the main classes, the divisions, and the sections are given in front of the schedules. The beginning cataloger will find these summaries helpful in placing a subject within a discipline. Nearly everyone remembers learning the ten main classes in the Dewey Decimal system in school. The ten main classes are:

000	Generalities
100	Philosophy & psychology
200	Religion
300	Social sciences
400	Language

500	Natural science & mathematics
600	Technology (Applied sciences)
700	The Arts
800	Literature & rhetoric
900	Geography & history

The ten divisions for class 500 are:

500	Natural science & mathematics
510	Mathematics
520	Astronomy & allied sciences
530	Physics
540	Chemistry & allied sciences
550	Earth sciences
560	Paleontology Paleozoology
570	Life sciences
580	Botanical sciences
590	Zoological sciences

The main class is determined first for each item to be classified.

EXAMPLE

1. A work on civil rights is in the broad category of social science. The main class is 300.
2. A Spanish language dictionary is in the broad category of language. The main class is 400.
3. A work about the life of a butterfly is in the broad category of the pure sciences. The main class is 500.

Next, these works are placed in the appropriate division. The first digit of the number indicates the main class, the second digit indicates the division.

EXAMPLE

1. Civil rights in the division 320 for political science.
2. Spanish language dictionary in the division 460 for Spanish language.
3. The life of a butterfly in the division 590 for zoological sciences.

Each division has, or may have, ten sections. The thrid digit in each three digit number indicates the section.

EXAMPLE

1. Civil rights in the section 323 for civil & political rights.
2. Spanish language dictionary in the section 463 for Spanish language dictionaries.
3. The life of a butterfly in the section 595 for other invertebrates.

A decimal point is always added after the third digit and division by ten can continue to as specific a degree of classification as is provided for in the schedules or with additional numbers from the tables. Many times in the abridged edition, the base number will be the three-digit number. But the base number may be extended after the decimal point. Instructions to add to the base number are included throughout the schedules, and you must be certain of what base number you have. Here are possible base numbers for these examples:

EXAMPLE

1. 323.4 for specific civil rights.
2. 463 for a Spanish language dictionary.
3. 595.78 for the butterfly.

Take time to study these examples in the Dewey schedules. Read the descriptions of each area for further instructions.

1. Sources for Class Numbers

When you set up a contract for cards with a vendor, you will be asked to stipulate the defaults you prefer. You may ask for B or 92 for biographies, E or P for picture books, B or the appropriate 800 number for literary biographies, etc. In the classification number, you can specify a finite number of digits after the decimal point.

When you order cards from the Library of Congress you will receive eight identical cards with two class numbers at the bottom, one LC number and one Dewey number. The Dewey number will be typed on the cards when the headings are typed.

If you are doing original cataloging, you will build your numbers according to directions in Dewey.

Whether you buy cards from LC or a vendor, take information from a MARC record through BiblioFile or OCLC, or find copy in a published source such as the Wilson catalogs or *Booklist* you should verify the Dewey classification number given by checking it in the Schedules.

All these sources for classification numbers will be based on the full edition of Dewey and provide the most specific number possible. The small library will seldom have enough books in a given number to extend it to the medium or fullest specificity. The numbers often have one or more marks in them to indicate the places where they can be shortened. Even in the abridged edition of Dewey there are some long numbers. Compare the number to your shelf list and eliminate any numbers after a prime mark (') or slash mark (/). This means that you are eliminating some further extension of the subject which might be considered necessary in the large or academic library. A short number may be very specific. The length of the number depends on the treatment of the material. In areas where your collection is crowded, more specificity may be helpful.

2. Verifying and Building Numbers.

The assignment of class numbers requires the same careful approach as you used with subject headings. You examine various parts of the work, determine the treatment of it, and make notes about possible special aspects. When building a classification number, you begin in the relative index. A number must always be assigned from the schedules, and never from the index alone.

The content of a work determines how it will be classified. It is the treatment of the subject that more precisely determines the number assigned. Many of the techniques used in assigning subject headings apply when assigning or verifying class numbers.

EXAMPLE

You have acquired a new book on A.I.D.S. (Acquired Immune Deficiency Syndrome). You are surprised that the CIP on the verso of the title page tells you that the Dewey number is 362.1 because you know the 300s are Social Sciences. You may have expected to assign a number in the 600s (Technology, which includes Medicine). Turn to the Index. There you will find:

A.I.D.S.(Immune deficiency syndrome) 362.1
    incidence 614.5
    medicine 616.97
    social services 362.1
see also Diseases (Human)

If your work is about A.I.D.S. in general or concerns the social services aspect, the number in the CIP record is correct. If it is strictly about the incidence of A.I.D.S. or its prevention, then you refer to the schedules at 614.5. If it is a medical book about diseases of the immune system, you refer to the schedules at 616.97. Read all the instructions about each possible class number in the schedules and in the manual when referred to it.

Assign a tentative class number. The next step is to check these class numbers in your shelf list. If one or all of these numbers are in use in your collection, choose the best one for this item and adjust the extensions beyond the decimal if necessary. If the number that fits this work best is not used in your library, and you cannot fit the work into one of the other numbers, establish this number for the first time. Here is a summary of this process:

a. decide the subject
b. consult the Index
c. refine the subject
d. locate the base number in the schedules
e. add any numbers needed for refinement of the subject as instructed in the schedules
f. check the shelf list
g. complete the number

EXAMPLE

A book about making wooden toys which has no CIP record. According to the catalog and shelf list, you do not have another book on this subject, so the numbers under Toys in the Dewey schedule are not checked. The subject headings in Sears under Toys have not been used. Start with the Dewey Index.

Toys	790.1
making	688.7
handicrafts	745.592
technology	688.7
product safety	363.19
see also Product safety	
recreation	790.1
use in child care	649

You decide to look at three topics represented by two numbers: making, handicrafts, and technology.

Under **688.7 Recreational equipment,** there is a note about what can be classed under this number. It includes ". . . mass produced and handcrafted toys; equipment, not provided for elsewhere, for games and sports, e.g., chessmen, tennis rackets, artificial flies"

Under **745.592 Toys, models, miniatures, related objects,** the note on what can be classed here includes "Examples: dolls, stuffed animals, paper airplanes, ships in bottles."

Then you consult Sears under Toys and find the Dewey number given is 688.7. You examine the book more closely to decide which of these numbers fits the book best. Pay attention to any further instructions in the schedules about extending this number. Assign that number.

When establishing a number for the first time in your library, it is a good idea to make a check mark beside the number you choose in the Dewey schedules. This is not a substitute for consulting the shelf list. Also note that Sears follows its subject headings with broad Dewey numbers. This only gives you a place to start in your Dewey schedules; you must always classify from the schedules.

3. Tables

There are several tables in both editions that contain numbers to be added to the base numbers as instructed in the schedules. The numbers from the tables are never used alone. Because most small libraries are trying to eliminate some of the specificity of the class numbers, this manual will not provide details about the use of the tables. The tables in the abridged edition are as follows.

Table 1	Standard Subdivisions
Table 2	Geographic Areas and Persons
Table 3	Subdivisions for Individual Literatures, for Specific Literary Forms
Table 4	Subdivisions of Individual Languages

The standard subdivisions in Table 1 may be added where required to any number in the schedules. All the tables have instructions and there are other instructions in the schedules and the manual. Further instructions for using standard subdivisions are often given in the schedules, and these must be checked for any exceptions to the general use of the table.

4. Call Numbers

The call number is a location device for the user. It appears in the upper left hand corner of all catalog cards and on a label affixed to the spine or cover of a book and some convenient place on nonbook items. The classification number is only one element of the call number. Nonfiction adult books usually have two elements: the class number on the first line and the author designation on the second line.

EXAMPLE

025.3 or 025.3 - Classification number
W985 or WYN - Author designations

Because it accommodates a larger collection, many libraries use the Cutter-Sanborn Three Figure Author Table, a combination of letters and numbers, with which you can devise the author and title parts of the call number. The purpose of using this table is to create a unique call number for each item. Once an automated circulation system is established, the barcode will be sufficient to distinguish items.

Many public libraries shelve categories of materials in separate areas. Typical location areas are: Reference, Fiction, Biography, Juvenile, Easy, Young Adult, Quarto (large volume), Large Print, and Spanish. In these cases, the call number will have at least three elements.

EXAMPLE

REF
025.3
W985

REF
025.3
WYN

REF
JUV
025.3
W985

REF
JUV
025.3
W985

YA
794.7
JAM

SPA
331.8
BAK

Note that local decisions dictate all of these combinations: Do you have a young adult collection or do you shelve young adult titles in adult stacks? Do you separate Spanish or French books, or place them among the English language books in the appropriate number? The only rule here is consistency. Make your decisions and stick by them.

Fiction is often not classified by Dewey. It is separated from classed items and the call number is decided by local option. It usually consists of three elements: F or Fic for fiction; the first three letters of the author's last name or the author's number from a Cutter table; and three letters of the first word of the title (excluding "a", "an", and "the", of course. If a popular author has a number of fiction titles on your shelf, you may want to differentiate between them by adding letters representing the title of the work.

There is a current trend in public libraries to indicate fiction by type. Sometimes these genre headings are incorporated into the cataloging record as form headings. Another way to handle this is to make the type of fiction part of the call number.

EXAMPLE

MYS	Mystery stories
WES	Westerns

Fiction works for children have often been treated in this manner as well using "P" for picture books and "E" for easy books.

There are several ways to treat biographies in a small library. In the schedules under 920 are options for building numbers for biographies about classes of persons with similar occupations. Most small libraries decide not to shelve their biographies according to occupation of the biographee, so they simply assign the letters:

B for biography
3 letters of last name of biographee
3 letters of last name of author

This method puts all the biographies in one section and all the books about one person together. Otherwise they will be located all over the library in their disciplines. In larger libraries, you may find the biographies of sports figures in the sports section and biographies of politicians in the political science section.

EXERCISE 18 (PART 5)

DEWEY CLASSIFICATION

INSTRUCTIONS: Determine the Dewey classification numbers from the 12th Abridged edition for the following topics.

1. Running as sport and as exercise.

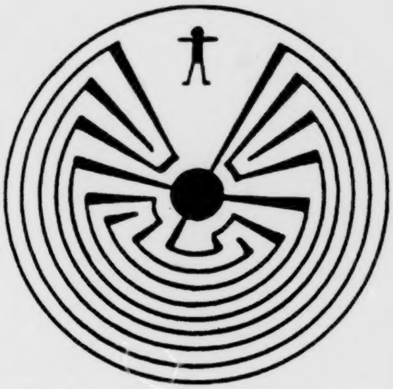
2. A work on galaxies and stars.

3. A book on square dancing written for young people.

4. A book of wild flowers in New Mexico.

5. A work on building good friendships.

6. A biography of John F. Kennedy. [Class this work three different ways.]



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SUMMARY

This completes the self-instruction manual on the basics of cataloging and classification for small libraries. At the beginning of each part we stated the objectives for that part of the process. All the objectives are repeated below so you can review them. You are only expected to understand this information at an introductory level. There are many details about cataloging and classification that take years to learn. In reviewing the learner objectives, you may find that you are unsure about some of these points. Turn to that section of the manual and go over the text and exercises again. Study the apporpriate cataloging or classification tool along with your review.

Objectives

Part 1: The Cataloging Process

After completing this part you will be able to:

1. State the purpose of the catalog
2. Describe the functions of the catalog
3. Create card sets using existing copy

Part 2: Technical Services Procedures

After completing this part you will be able to:

1. Identify the major parts of a MARC record
2. Relate cataloging data to a MARC record
3. Recognize word-by-word filing sequences
4. Understand the basic filing rules

Part 3: Description

After completing this part you will be able to:

1. Identify the ISBD areas of description
2. Relate the ISBD areas to a MARC record
3. Identify the parts of the enhanced first level description
4. Complete an enhanced level of description from sample sources of information

Part 4: Access Points

After completing this part you will be able to:

1. Identify the types of access points
2. Choose access points from sample sources of information
3. Make references to link different names

Part 5: Subject Analysis

After completing this part you will be able to:

1. State the purpose of subject analysis
2. List the steps in determining the subject of a work
3. Define specific and direct entry
4. Describe the process of verifying subject headings
5. Describe the process of verifying classification numbers

APPENDIX A: GLOSSARY OF TERMS

This glossary defines some of the cataloging and classification terms that are used in this manual. There are many more terms that are important to a fuller understanding of the cataloging rules, subject heading lists, classification schedules, and other working tools. Consult the tools themselves for more definitions.

Access point. A name, title, word, or phrase under which a bibliographic record may be searched. See also *Heading*.

Added entry. Any entry in the catalog other than the main entry.

Analytical entry. An entry for a part of an item when the whole item has been cataloged.

Authority file. A file containing the authorized forms of names, titles, or subjects.

Authority record. A printed or online record that shows what decisions were made to create the authorized forms of names, titles, or subjects.

Automated catalog. An online public access catalog (OPAC).

Bibliographic control. The process of creating, arranging, and maintaining manual or automated systems for retrieval of recorded information.

Bibliography. A list of items on a particular subject or by a particular author.

Biography. A written account of a person's life. A biographee is the person written about. A biographer is the writer. A collective biography contains accounts of more than one person's life.

Call number. A combination of letters, numbers, and/or symbols that indicates the subject classification and locates the item on the shelves.

Card catalog. A file of cards, usually 3"x5", produced for every item in a collection.

Card sets. A set of cards produced from the main entry for every item in the catalog. The cards are identical except for the addition of headings. A set of cards includes a shelf list card.

Cataloging. The process of describing an item, creating subject headings for it, and assigning a classification number to it.

Chief source of information. The place in an item from which information for the description is usually taken. For a book, the title page is the chief source of information.

CIP. Cataloging in Publication. A program sponsored by the Library of Congress and cooperating publishers; a partial description of the item is provided on the verso of the title page of a book and elsewhere for nonbook items.

Classification. A scheme for the organization of knowledge, usually by subject.

Classification number. The notation assigned to an item in a collection to indicate the subject area and its location.

Collective title. A title proper for an item containing two or more works.

Corporate author. An organization or group of persons who are identified by a name and who act together to issue works.

Cross reference. See *Reference.*

Discipline. An organized field of study or branch of learning. The Dewey Decimal Classification is organized by discipline.

Entry. A record of an item in a catalog or a list. See also *Heading.*

Heading. A name, word, or phrase placed at the top of a catalog entry to provide an access point. See also *Access point.*

ISBD. International Standard Bibliographic Description. An international standard for representing descriptive cataloging.

ISBN. International Standard Book Number. A unique number that identifies a book.

Local policy. The consistent way that a specific library interprets the rules, creates subject headings, or assigns classification numbers that departs from the standard way.

Main entry. A catalog entry for which the access point is the main entry heading. See also *Added entry.*

MARC. Machine-readable cataloging. USMARC is the national standard for records in the United States.

Monograph. A nonserial item. It is a complete bibliographic unit. Often called a book.

Name/title added entry. An added entry with an access point consisting of the name of a person or corporate body and a title.

OPAC. Online Public Access Catalog.

Other title information. Any title that appears in the chief source with the Title proper. The words used in the Other title information usually expand the meaning of the Title proper.

Pseudonym. A name assumed by an author.

Record. See *Bibliographic Record.*

Reference. An instruction in a catalog that directs a user to another catalog entry.

Shelflist. A file of the items in a library; the cards are arranged in the order of the items on the shelves.

Statement of responsibility. A statement, transcribed from the item being described, relating to the persons or corporate bodies responsible for the item. For instance, personal author, corporate author, illustrator, or composer.

Subject heading. A word or group of words indicating the subject content of an item.

Title page. A page at or near the beginning of a book or other print material that bears the title proper.

Title page verso. A popular term for the back of the title page.

Title proper. The chief name of an item. See also *Other title information.*

Tracing. The record on the bottom of each card in the card set that gives all the additional entries under which the work is listed in the catalog.

Uniform title. The title by which a work that has appeared under varying titles is to be identified in the catalog.

Union catalog. A catalog that represents the holdings of several libraries. For example, the OCLC union catalog, a catalog containing the bibliographic records of all libraries in a state or other region.

WAN. Wide Area Network.

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APPENDIX B: WORKFORM/ ANSWER KEYS

CATALOGING WORKFORM

Use this workform to enter data elements for the enhanced level of description and ISBD punctuation for the item you are cataloging.

Area 1

Title ______________________________

Other title information ______________________________

Statement of Responsibility ______________________________
____

Other Statements of Responsibility ______________________________

Area 2

Edition ______________________________

Area 4

Place of Publication ______________________________

Publisher ______________________________

Date ______________________________

Area 5

Extent of Item ______________________________

Area 6

Series Statement ______________________________

Area 7

Notes ______________________________
____
____

Area 8

Standard Number ______________________________

This page is intentionally blank.

EXERCISE 1 (PART 1)

CARD SET: THE LOST CHILDREN

KEY TO EXERCISE:

This card set has 6 cards. The shelflist card usually does not have the notes area. This gives more space for information the library wants to put on this card. Compare the data from the sources of information and the CIP data to the main entry card and see how these relate. You will learn more about how the description for the main entry card is created as you come to other parts in the manual.

MAIN ENTRY CARD (AUTHOR)

398.21 Goble, Paul
Gob The lost children : the boys who were neglected /
story and illustrations by Paul Goble. — 1st ed. —
New York : Bradbury Press, c1993.
[32] p.

Summary: A Blackfoot Indian legend in which six
neglected orphaned brothers decide to go to the Above
World where they become the constellation of the "Lost
Children," or Pleiades.
ISBN 0-02-736555-7

1. Siksika Indians—Legends. 2. Indians of North
America—Legends. 3. Stars—Folklore. I. Title.

TITLE ADDED ENTRY CARD

The lost children.

398.21 Goble, Paul
Gob The lost children : the boys who were neglected /
story and illustrations by Paul Goble. — 1st ed. —
New York : Bradbury Press, c1993.
[32] p.

Summary: A Blackfoot Indian legend in which six
neglected orphaned brothers decide to go to the Above
World where they become the constellation of the "Lost
Children," or Pleiades.
ISBN 0-02-736555-7

1. Siksika Indians—Legends. 2. Indians of North
America—Legends. 3. Stars—Folklore. I. Title.

SUBJECT ADDED ENTRY CARD

SIKSIKA INDIANS—LEGENDS.

398.21 Goble, Paul
Gob The lost children : the boys who were neglected / story and illustrations by Paul Goble. — 1st ed. — New York : Bradbury Press, c1993.
[32] p.

Summary: A Blackfoot Indian legend in which six neglected orphaned brothers decide to go to the Above World where they become the constellation of the "Lost Children," or Pleiades.
ISBN 0-02-736555-7

1. Siksika Indians—Legends. 2. Indians of North America—Legends. 3. Stars—Folklore. I. Title.

SUBJECT ADDED ENTRY CARD

INDIANS OF NORTH AMERICA—LEGENDS.

398.21 Goble, Paul
Gob The lost children : the boys who were neglected / story and illustrations by Paul Goble. — 1st ed. — New York : Bradbury Press, c1993.
[32] p.

Summary: A Blackfoot Indian legend in which six neglected orphaned brothers decide to go to the Above World where they become the constellation of the "Lost Children," or Pleiades.
ISBN 0-02-736555-7

1. Siksika Indians—Legends. 2. Indians of North America—Legends. 3. Stars—Folklore. I. Title.

SUBJECT ADDED ENTRY CARD

STARS—FOLKLORE.

398.21 Goble, Paul
Gob The lost children : the boys who were neglected / story and illustrations by Paul Goble. — 1st ed. — New York : Bradbury Press, c1993.
[32] p.

Summary: A Blackfoot Indian legend in which six neglected orphaned brothers decide to go to the Above World where they become the constellation of the "Lost Children," or Pleiades.
ISBN 0-02-736555-7

1. Siksika Indians—Legends. 2. Indians of North America—Legends. 3. Stars—Folklore. I. Title.

SHELFLIST CARD

398.21 Goble, Paul
Gob The lost children : the boys who were neglected / story and illustrations by Paul Goble. — 1st ed. — New York : Bradbury Press, c1993.
[32] p.

Shelflist information: c.1 - 14.95 - B&T - 9-22-93

ISBN 0-02-736555-7

1. Siksika Indians—Legends. 2. Indians of North America—Legends. 3. Stars—Folklore. I. Title.

EXERCISE 2 (PART 1)

CARD SET: THE CONCISE AACR2

KEY TO EXERCISE:

This card set has 5 cards. There are two sources for CIP data; use the one from the Library of Congress.

MAIN ENTRY CARD (AUTHOR)

025.3 Gorman, Michael, 1941-
Gor The concise AACR2 / prepared by Michael Gorman.
— 1988 revision. — Chicago : American Library
Association, 1989.
159 p.

Includes index.
ISBN 0-8389-3362-9

1. Anglo-American cataloging rules. 2. Descriptive
cataloging—Rules. I. Title.

TITLE ADDED ENTRY CARD

The concise AACR2.

025.3 Gorman, Michael, 1941-
Gor The concise AACR2 / prepared by Michael Gorman.
— 1988 revision. — Chicago : American Library
Association, 1989.
159 p.

Includes index.
ISBN 0-8389-3362-9

1. Anglo-American cataloging rules. 2. Descriptive
cataloging—Rules. I. Title.

SUBJECT ADDED ENTRY CARD

ANGLO-AMERICAN CATALOGING RULES

025.3 Gorman, Michael, 1941-
Gor The concise AACR2 / prepared by Michael Gorman.
— 1988 revision. — Chicago : American Library
Association, 1989.
159 p.

Includes index.
ISBN 0-8389-3362-9

1. Anglo-American cataloging rules. 2. Descriptive
cataloging—Rules. I. Title.

SUBJECT ADDED ENTRY CARD

DESCRIPTIVE CATALOGING—RULES.

025.3 Gorman, Michael, 1941-
Gor The concise AACR2 / prepared by Michael
Gorman. — 1988 revision. — Chicago :
American Library Association, 1989.
159 p.

Includes index.
ISBN 0-8389-3362-9

1. Anglo-American cataloging rules. 2. Descriptive
cataloging—Rules. I. Title.

SHELFLIST CARD

025.3 Gorman, Michael, 1941-
Gor The concise AACR2 / prepared by Michael Gorman.
— 1988 revision. — Chicago : American Library
Association, 1989.
159 p.

c. 1 - 27.50 - ALA - 11-29-89

ISBN 0-8389-3362-9

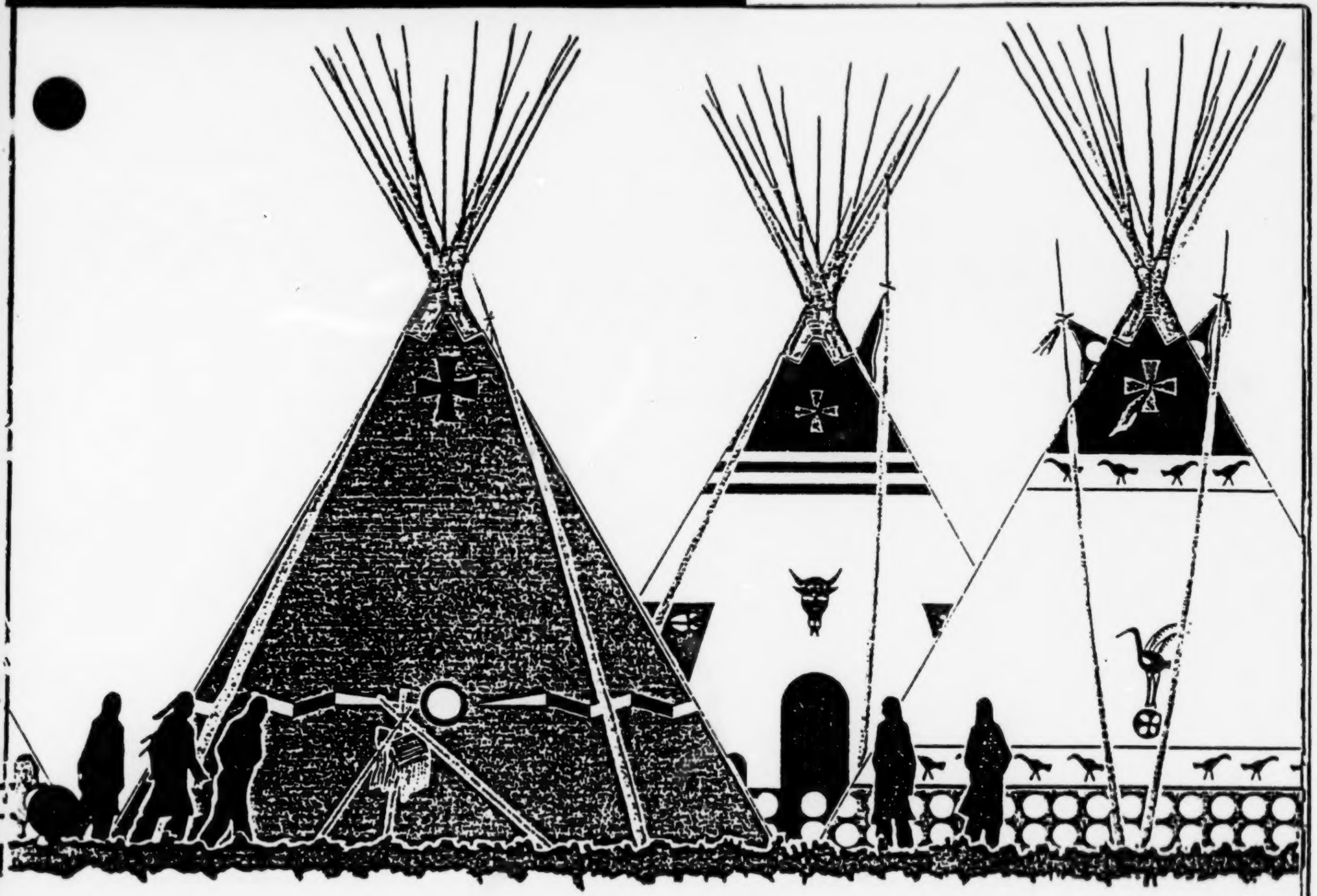
1. Anglo-American cataloging rules. 2. Descriptive
cataloging—Rules. I. Title.

EXERCISES 3 AND 4 (PART 2)

KEY TO EXERCISE: MARC TAGS

Exercise 3: The lost children

Exercise 4: The concise AACR2



THE LOST CHILDREN

245 #b

the boys who were neglected

#c

story and illustrations by

PAUL GOBLE

260

#b #a
Bradbury Press · New York
Maxwell Macmillan Canada · Toronto
Maxwell Macmillan International
New York · Oxford · Singapore · Sydney

260 ‡c

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p. cm.
520 Summary: A Blackfoot Indian legend in which six neglected orphaned brothers decide to go to the Above World where they become the constellation of the "Lost Children," or Pleiades.
ISBN 0-02-736555-7 020
1. Siksika Indians—Legends. 2. Stars—Folklore. [1. Siksika Indians—Legends. 2. Indians of North America—Legends. 3. Stars—Folklore.] 650 I. Title. 245 ind.1
E99.S54G62 1993
398.21'0899736—dc20 91-44253
[E]
082

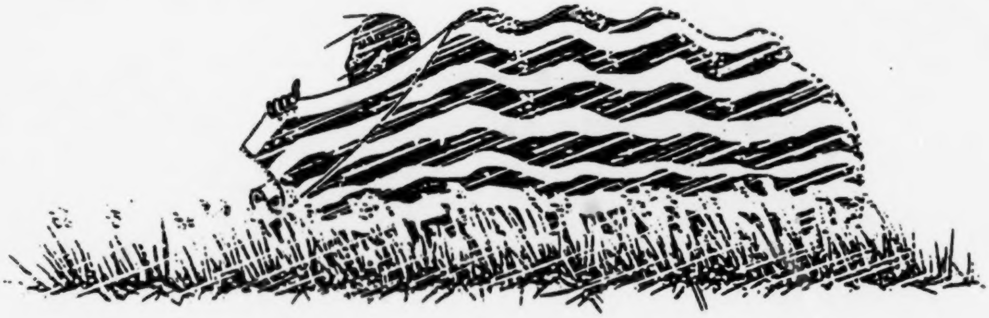
for my son, Robert, with all my love

REFERENCES: Ella C. Clark, *Indian Legends from the Northern Rockies*, University of Oklahoma Press, Norman, 1966; George B. Grinnell, *Blackfoot Lodge Tales*, Charles Scribner's Sons, New York, 1892; Adolph Hungry Wolf, *The Blood People; A Division of the Blackfoot Confederacy*, Harper and Row, New York, 1977; *Painted Tipis by Contemporary Plains Indian Artists*, Indian Arts and Crafts Board of the US Department of the Interior, Anadarko, 1973; Robert Lowie, *Myths and Traditions of the Crow Indians*, Anthropological Papers of the American Museum of Natural History, Vol XXV, New York, 1918; Museum of the Rockies, *Blackfoot Tipis: Design and Legend*, Bozeman, 1976; Walter McClintock, *The Old North Trail; Life, Legends and Religion of the Blackfeet Indians*, Macmillan, London, 1910; Stith Thompson, *Tales of the North American Indians*, Indiana University Press, Bloomington, 1929; Robert N. Wilson, "Blackfoot Star Myths: The Pleiades," *The American Antiquarian and Oriental Journal*, No 15, 1893; Clark Wissler, *Star Legends Among the American Indians*, American Museum of Natural History Guide Leaflet Series, No 91, New York, 1936; Clark Wissler and D. C. Duvall, *Blackfoot Mythology*, Anthropological Papers of the American Museum of Natural History, Vol II, New York, 1908.

THANK YOU: Keith Robinson for helping me with this writing, and all the other books as well.

THANK YOU: Ann Jenks, South Dakota State Historical librarian, for finding many references for this story.

Several steps were taken to make this an environmentally friendly book. The paper is made from not less than fifty-percent recycled fibers. The inks used are vegetable oil-based. Finally, the binders board is one-hundred-percent recycled material.



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OCLC MARC Record

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OCLC:  25131649           Rec stat:    c
Entered:     19911205     Replaced:     19930821       Used:     19930929
Type: a        Bib lvl: m         Source:              Lang:  eng
Repr:          Enc lvl:           Conf pub: 0          Ctry:  nyu
Indx: 0        Mod rec:           Govt pub:            Cont:
Desc: a         Int lvl: j        Festschr: 0          Illus: a
               F/B:      0        Dat tp:   s          Dates: 1993,
  1  010      91-44283/AC
  2  040      DLC ǂc DLC
  3  020      0027365557 (recycled paper) : ǂc $14.95 ($19.50 Can.)
  4  043      np----- ǂa n-cnp--
  5  050 00   E99.S54 ǂb G62 1993
  6  082 00   398.21/0899736 ǂa E |2 20
  7  090      |b
  8  049      OKUA
  9  100 1    Goble, Paul.
 10  245 14   The lost children : ǂb the boys who were neglected / ǂc story
and illustrations by Paul Goble.
 11  250      1st ed.
 12  260      New York : ǂb Bradbury Press ; ǂa Toronto : ǂb Maxwell Macmillan
Canada ; ǂa New York : ǂb Maxwell Macmillan International, ǂc c1993.
 13  300      1 v. (unpaged) : ǂb col. ill. ; ǂc 25 cm.
 14  520      A Blackfoot Indian legend in which six neglected orphaned
brothers decide to go to the Above World where they become the constellation of
the "Lost Children," or Pleiades.
 15  650  0  Siksika Indians ǂx Legends.
 16  650  0  Stars ǂx Folklore.
 17  650  1  Siksika Indians ǂx Legends.
 18  650  1  Indians of North America ǂx Legends.
 19  650  1  Stars ǂx Folklore.
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OCLC MARC Record

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 OCLC:  19980945           Rec stat:    c
 Entered:     19890615     Replaced:     19911214       Used:     19930923
 Type: a          Bib lvl: m         Source:                Lang:  eng
 Repr:            Enc lvl:           Conf pub: 0            Ctry:  ilu
 Indx: 1          Mod rec:           Govt pub:              Cont:
 Desc: a          Int lvl: /         Festschr: 0            Illus:
                  F/B:      0        Dat tp:   s            Dates: 1989,
   1  010      89-15110//r91
   2  040      DLC ‡c DLC
   3  020      0838933629 (alk. paper)
   4  050 00   Z694.15.A56 ‡b G67 1989
   5  082 00   025.3/2 ‡2 20
   6  090      ‡b
   7  049      OKUA
   8  100 1    Gorman, Michael, ‡d 1941-
   9  245 14   The concise AACR2, 1988 revision / ‡c prepared by Michael
Gorman.
  10  260      Chicago : ‡b American Library Association, ‡c 1989.
  11  300      xi, 161 p. ; ‡c 23 cm.
  12  500      Includes index.
  13  630 00   Anglo-American cataloguing rules.
  14  650  0   Descriptive cataloging ‡x Rules.
  15  730 01   Anglo-American cataloging rules (2nd ed., 1988 revision)
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KLAHOMA
LIBRARIES

245

THE CONCISE AACR2

A10109 342904

1988 revision

prepared by ‡c

Michael Gorman

‡b

260 Chicago: American Library Association ‡c
Ottawa: Canadian Library Association 1989
London: The Library Association

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AMERICAN LIBRARY ASSOCIATION
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ISBN 0-8389-3362-9

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200 Elgin Street, Ottawa, Ontario K2P 1L5
ISBN 0-88802-253-0

LIBRARY ASSOCIATION PUBLISHING LIMITED
7 Ridgmount Street, London WC1E 7AE
ISBN 0-85365-799-8

British Library Cataloguing in Publication Data

Gorman, Michael, 1941-
The concise AACR2. — 1988 revision
1. Documents. Author cataloguing & descriptive cataloguing
I. Title II. American Library Association III. Library Association IV. Anglo-American cataloguing rules (2nd ed., 1988 revision)
025.3'2
ISBN 0-85365-799-8

✓ Library of Congress Cataloging in Publication Data

100 Gorman, Michael, 1941-
The concise AACR2. — 1988 revision
p. cm.
500 Includes index.
ISBN 0-8389-3362-9 (alk. paper) 020
650
1. Anglo-American cataloging rules. 2. Descriptive cataloging—Rules. I. Anglo-American cataloguing rules (2nd ed., 1988 revision) II. Title.
Z694.15.A56G67 1989 89-15110
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EXERCISE 5 (PART 3)

KEY TO EXERCISE: DESCRIPTION

REQUIRED ELEMENTS IN THE ENHANCED FIRST LEVEL OF DESCRIPTION

Area 1	
Title	Desert tiger :
Other title information	Captain Paddy Graydon and the Civil War in the Far Southwest /
Statement of Responsibility	by Jerry D. Thompson. —
Other Statements of Responsibility	
Area 2	
Edition	1st ed.
Area 4	
Place of Publication	El Paso :
Publisher	Texas Western Press, University of Texas at El Paso,
Date	1992. —
Area 5	
Extent of Item	86 p.
Area 6	
Series Statement	(Southwestern studies series ; no. 97)
Area 7	
Notes	Includes bibliographical references (p. 65-86).
Area 8	
Standard Number	ISBN 0-87404-187-2

EXERCISE 6 (PART 3)

KEY TO EXERCISE: DESCRIPTION

REQUIRED ELEMENTS IN THE ENHANCED FIRST LEVEL OF DESCRIPTION

Area 1	
Title	Spike Lee :
Other title information	filmmaker /
Statement of Responsibility	Bob Bernotas. —
Other Statements of Responsibility	
Area 2	
Edition	
Area 4	
Place of Publication	Hillside, N.J. :
Publisher Enslow Publishers,	
Date	c1993. —
Area 5	
Extent of Item	[none is given because the MARC record is also the CIP version of the data]
Area 6	
Series Statement	(People to know)
Area 7	
Notes	Filmography. Includes bibliographical references and index. A biography of the African-American filmmaker Spike Lee, from his childhood in New York through his days as the controversial director of such films as "Malcolm X."
Area 8	
Standard Number	ISBN 0-89490-416-7

EXERCISE 7 (PART 3)

KEY TO EXERCISE: DESCRIPTION

REQUIRED ELEMENTS IN THE ENHANCED FIRST LEVEL OF DESCRIPTION

Area 1	
Title	The concise AACR2, 1988 revision /
Other title information	
Statement of Responsibility	prepared by Michael Gorman.
Other Statements of Responsibility	
Area 2	
Edition	
Area 4	
Place of Publication	Chicago :
Publisher	American Library Association,
Date	1989.
Area 5	
Extent of Item	161 p.
Area 6	
Series Statement	
Area 7	
Notes	Includes index.
Area 8	
Standard Number	0-8389-3362-9

EXERCISES 8, 9, AND 10 (PART 4)

KEY TO EXERCISES: MAIN AND ADDED ENTRIES

Exercise 8 Management of home care services

Main entry	Title proper
Added entry	Crystal, Stephen, 1946-
Added entry	Home Care Fiscal Management Project (New York, N.Y.)

There are four persons named on the chief source and none is clearly the one principally responsible. The work is entered under its title. An added entry is made for the person named first. An added entry may also be made for the project because of the note naming the project (tag 500). This is optional for a smaller library.

Exercise 9 La Tierra Amarilla

Main entry	Wilson, Chris (Christopher).
Added entry	Kammer, David.
Added entry	Title proper

This is a work of mixed responsibility. There are two persons responsible for the majority of the text. The layout and wording on the chief source of information clearly indicates that Torrez and Merlan were performing lesser responsibilities and do not need added entries. The photographer is important to this work, but he is also one of the authors.

Exercise 10 Native American Dance

Main entry	Native American Dance : ceremonies and social traditions
Added entry	Heth, Charlotte.
Added entry	National Museum of the American Indian (U.S.)

This work is produced under editorial direction, and the editor is named on the chief source. The work has its own title (a collective title) and this is the main entry. The editor is given an added entry. The museum is named on the chief source and is functioning as more than a publisher so an added entry is made for it.

EXERCISES 11 THROUGH 16 (PART 5)

KEY TO EXERCISE: VERIFYING AND ADJUSTING SUBJECT HEADINGS

Exercise 11 The lost children

Subject heading 1	Siksika Indians—Legends
Subject heading 2	Indians of North America—Legends
Subject heading 3	Stars—Folklore

All three headings match. Heading 1 is the type that is to be added as needed. The subdivisions are common subdivisions that are to be added to any topic as needed.

Exercise 12 The concise AACR2

Subject heading 1	Cataloging

Use the broader term from the list and do not subdivide.

Exercise 13 Desert tiger

Subject heading 1	New Mexico—History
Subject heading 2	Graydon, James, 1832-1862
Subject heading 3	Southwestern States—History
Subject heading 4	United States—History—1861-1865, Civil War

Subject headings are given for the national, regional, and state levels, but all of these may not be needed for a small library. The subdivisions in heading four are arranged in Sears with the dates coming before the term for the period. Note that further subdivision may not be necessary. There is a heading made for Graydon because of the biographical material in the work. If you have a divided form of the catalog, you need both the subject heading and the added entry for Graydon. If you have a dictionary form of the catalog, you will need only one of these. Remember to look under "Ohio" as the pattern for other states.

Exercise 14 Spike Lee

Subject heading 1	Lee, Spike
Subject heading 2	Motion picture producers and directors
Subject heading 3	Blacks—Biography

The first heading is for Lee because of the biographical material. The second heading is made because the work covers the occupation as well. The third heading is made to collect biographical material on all Blacks together. Note that Sears does not use the term Afro-Americans, but you must provide a reference in your catalog to link these headings.

Exercise 15 La Tierra Amarilla

Subject heading 1	Historic buildings—Rio Chama Valley (Colo. and N.M.)
Subject heading 2	Vernacular architecture—Rio Chama Valley (Col. and N.M.)
Subject heading 3	Rio Chama Valley (Col. and N.M.)—Antiquities
Subject heading 4	Rio Chama Valley (Col. and N.M.)—History, Local

The instructions for heading 1 tell you that this topic may be subdivided by geographic place. The river valley heading is formed according to AACR2R rules and qualified by both states. Heading 2 is a type of architecture that is to be added as needed according the instructions under the main topic. The subdivision for heading 3 is a common one that can be added as needed. The subdivision for heading 4 is found under the main topic "United States and under "History, Local".

Exercise 16 Native American dance

Subject heading 1	Indians—Dances—Exhibitions
Subject heading 2	Indians—Rites and ceremonies—Exhibitions
Subject heading 3	Indians—Religion—Exhibitions
Subject heading 4	Indians—Folklore—Exhibitions
Subject heading 5	National Museum of the American Indian (U.S.)—Exhibitions

Both North and South American Indians are included in this work so the broader heading is used to cover both. Some of the subdivisions must be modified to match those in Sears. "Dance" is plural in Sears, "Religion" is used alone, and "Folklore" is used instead of "Mythology". Note that you cannot just substitute "Folklore" for "Mythology" and combine it with "Religion". You must create another heading to cover this aspect of the content of the book. Heading number 4 is used because there is content about the museum in the work. If you have a divided form of the catalog, you need both the subject heading and the added entry for the museum. If you have a dictionary form of the catalog you will need only one of these. All headings are qualified as exhibitions.

EXERCISE 17 (PART 5)

KEY TO EXERCISE: ASSIGNING SUBJECT HEADINGS USING SEARS

1. Ann Landers talks to teens about drugs.

Primary heading: Youth—Drug use

Other possible headings:
Drug abuse
Drug education
Health education

Not possible:
Narcotic habit (limited to addiction)

2. The poetic works of Elizabeth Barrett Browning.

Browning, Elizabeth Barrett, 1806-61 [check name authority file for correct AACR2R form]

Also possible:
[name] —Poetry (example with Shakespeare p. 475)
English poetry—19th century

Not possible:
Poetry—Collected works (this is for several authors)

3. A collection of six plays for children. Each play has a holiday theme. As a local option, you may use a subject heading for each of the holidays even though there are more than three.

Children's plays
Holidays

4. Law in the American society.

Law - United States

5. The Doubleday pictorial library of man in society; patterns of organization.

Civilization—Pictorial works
Man—Pictorial works

See the index under society to sociology to Civilization.
See the index under man (used as generic only)

6. Planting a peach orchard in Missouri.

    Fruit culture
    Agriculture—Missouri
    Peach

7. Nurturing behavior of seals.

    Seals (Animals)—Behavior

8. Common plants and animals of Canada.

    Natural history—Canada
    Plants—Canada
    Animals—Canada

EXERCISE 18 (PART 5)

KEY TO EXERCISE

1. Running as sport and as exercise.

    796.42 or 613.7172

2. A work on galaxies and stars.

    523.8

3. A book on square dancing written for young people.

    793.3

4. A book of wild flowers in New Mexico.

    582.13

5. A work on building good friendships.

    177

6. A biography of John F. Kennedy. (Class this work three different ways.)

    B 92 923

APPENDIX C: LIST OF VENDORS AND NETWORKS

Contact these vendors or networks for current pricing and versions. The following list is not meant to be complete; it will give the small library a choice of programs to investigate. *Computers in Libraries* publishes a Buyer's Guide each summer and has product reviews in every issue.

CATALOG CARDS

The following companies produce and provide MARC cataloging either with or without books and other items. Vendors such as Baker and Taylor and Brodart offer total cataloging and processing kits.

Baker and Taylor, 380 Edith Way, Reno, NV 89564; 1-800-775-1800

Brodart, 500 Arch St., Williamsport, PA 17705-9977; 1-800-233-8467

Catalog Corporation of America, P. O. Box 1276, Burnsville, MN 55337;
1-800-328-2923

Library of Congress, Customer Services Section, Cataloging Distribution Service,
Washington, D.C. 20541-5017; 1-800-255-3666

MARCIVE, Inc., P. O. Box 47508, San Antonio, TX 78265; 1-800-531-7678

CATALOG CARD PRODUCTION PROGRAMS

The following companies provide microcomputer programs for purchase and use locally. These programs produce sets of cards and labels following input by the cataloger at the terminal.

Avant Cards, Addison, Ill. Public Library, 235 N. Kennedy Dr., Addison, IL 60101;
708-543-3617

Cardmaster Plus, Follett Software Co., 809 N. Front St., McHenry, IL 60050-5589;
1-800-323-3397

Catalog Carder, Right On Programs, Inc., 755 New York Ave., Huntington, NY 11743;
516-424-7777

Librarian's Helper, Scarecrow Press, P. O. Box 4167, Metuchen, NJ 08840;
1-800-537-7107

LPS Catalog Card-Spine/Pocket/Labels, GNG Software, 919 W. Canadian St., Vinita, OK 74301

MacCards, CASPR, Inc. 10311 S. DeAnza Blvd., Cupertino, CA 95014;
1-800-852-2777

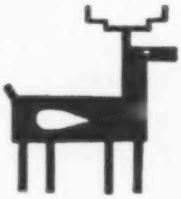
CATALOGING SOURCE DATABASES/CARD PRODUCTION

The following companies provide Library of Congress MARC records on CD-ROM and print cards and labels. Available by annual subscription with quarterly updates.

Alliance Plus, Follett Software Co., 809 N. Front St., McHenry, IL 60050-5589;
1-800-323-3397

BiblioFile Cataloging, The Library Corporation, Research Park, Inwood, WV 25428;
1-800-624-0559

LaserQuest, General Research Corporation, 5383 Hollister Ave., Santa Barbara, CA 93111



ONLINE PUBLIC ACCESS CATALOGS

The following companies have microcomputer integrated systems. Most include at least a circulation subsystem and a public online catalog. Some will have the full range of technical services subsystems.

BiblioFile Cataloging, The Library Corporation, Research Park, Inwood, WV 25428;
1-800-624-0559

Circulation/Catalog Plus, Follett Software Co., 809 N. Front St., McHenry, IL 60050-5589; 1-800-323-3397

Compulog & Compulog II, Embar Information Consultants, Inc., 1234 Folkstone Dr., Wheaton, IL 60187; 708-668-1742

Galaxy Integrated System, Gaylord Information Systems, Box 4901, Syracuse, NY 13221; 1-800-962-9580

Inmagic Plus for Libraries, Inmagic, Inc., Software & Services, 2067 Massachusetts Ave., Cambridge, MA, 02140-1338; 617-661-6901

Mac Library Systems, CASPR, Inc. 10311 S. DeAnza Blvd., Cupertino, CA 95014; 1-800-852-2777

MOLLI, Charles Clark Co., Inc., 170 Keyland Court, Bohemia, NY 11716; 1-800-247-7009

Online Catalog, Right on Programs, 755 New York Ave., Huntington, NY 11743; 516-424-7777

Winnebago CAT, Winnebago Software Compay, 457 E. South St., P.O. Box 430, Caledonia, MN 55921; 1-800-533-5430

NETWORKS

OCLC Online Computer Library Center, Inc., 6565 Frantz Road, Dublin, OH 43017-0702

AMIGOS Bibliographic Council, Inc., 12200 Park Central Drive, Suite 500, Dallas, TX 75251; 1-800-843-8482

APPENDIX D: SELECTED BIBLIOGRAPHY

Akers' Simple Library Cataloging. 7th ed. Revised and rewritten by Arthur Curley and Jana Varlejs. Metuchen, N.J.: Scarecrow Press, 1984.

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